Person Specification: Inclusion Leader/SENCo/Strategic Lead for Behaviour

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| Criteria | Essential | Desirable |
| Qualifications | * QTS – graduate or teachers’ certificate * Evidence of continuing and recent further professional development and qualifications relevant to the post. | • National Award for Special Educational Needs Co-ordinators or a willingness to achieve it. |
| Experience | * To show evidence of being an experienced and effective class teacher through excellent teaching practice. * Leadership of an aspect of school improvement and/or curriculum area. * To be able demonstrate ability to lead workshops, staff meetings and INSET. * Ability to work with parents to ensure the best possible outcomes for children. * Monitor teaching and learning activities to meet the needs of pupils with SEND and those with additional needs. * Manage the day to day operation of the school’s SEND and G&T policies, inclusion managing the provision for these. * Deployment of relevant staff. | * Experience of being a SENCo/inclusion manager in a primary school. * Experience of more than one school. |
| Knowledge/skills understanding | * A sound understanding of the issues surrounding the safeguarding of children’s welfare including pupils with medical needs * Knowledge of the National Curriculum. * A thorough knowledge and understanding of the SEND code of practice. * Ensuring that pupils’ needs are met through effective SEND plans and/ or provision maps. * Analysis and reporting of data to inform on progress, attainment and impact and suggest action for school improvement. * To support all staff in understanding the needs of the SEND pupils and to help to identify and disseminate the most effective teaching methods for those groups. * Ensure pupils with additional needs are met through effective interventions * To lead and manage behaviour strategically across the school | * Understanding of practice throughout the primary years. * Some experience or further training in working in child protection. * Able to use ICT programs to support SEND tracking. * To be a DSL * Knowledge of LAC |
| Leadership | * To support the Headteacher in providing a clear vision and direction for the development of SEND. * To liaise with the Headteacher to organise the effective deployment of teaching assistants. * To liaise with outside agencies, efficiently running meetings to improve outcomes for children. * To update the SEND policy and behaviour policy * To have regular contact with the SEND governor and report to the full governing body when appropriate. * To help to ensure that the school’s pastoral systems are implemented throughout the school so that effective learning can take place. |  |
| Aptitude and  Skills | * To have the ability to develop and maintain an open, supportive and cooperative relationship with the all staff which will help to produce excellence and expand learning in the school. * To have well developed good oral and written communication skills as well as strong ICT skills. * To be able to work effectively under pressure and to plan, prioritise and meet deadlines. * To have the ability to establish excellent relationships with all members of the school community together. |  |
| Personal Attributes | * To have good personal presence and a sense of humour. * To be approachable, accessible and flexible. * To be able to work on own initiative. * An awareness, understanding and commitment to equal opportunities. |  |