



An All-through Co-operative School

“Making School Memorable by Striving for Excellence”

PERSON SPECIFICATION

Head of Inclusion (SENCo) (Upper School)
Leadership Scale L10 - 14

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Good Degree • Clear evidence of continuing professional development • Safer Recruitment in Education • SENCO Qualification or willingness to enrol on and undertake the NASENCO Qualification within the first year. 	<ul style="list-style-type: none"> • MA (or enrolment in programme) or other related CPD • NPQML/NPQSL/T eaching Leaders
Experience	<p>Clear evidence of</p> <ul style="list-style-type: none"> • successful Middle Leadership • successful experience of leading a team and line management experience • developing other middle leaders • successful teaching at examination level • raising student achievement • motivating and manage students in large numbers and individually • holding others to account and appropriately challenging underperformance • communicating effectively with parents, governors and outside bodies • teaching and supporting students with a wide range of special needs across the full ability and age range and at examination level (KS4) • Wide knowledge of curriculum at KS3 and KS4 • preparing students for or supporting them following transitions between schools and within school • supporting and facilitating inclusive education within a comprehensive school • Substantial and successful experience of teaching and supporting students with a wide range of special needs across the full ability and age range and at examination level (KS4) 	<ul style="list-style-type: none"> • Experience in more than one school • Implementing innovative practice that has led to raising standards / improvements in the departments teaching and learning / assessment for learning/outcomes for SEN K students • Evidence of work with a range of stakeholders • Evidence of innovative practice • Experience of liaising and working with outside agencies.

	<ul style="list-style-type: none"> • Extensive experience of leading, coordinating and monitoring across a Special Needs Department or of a significant area within a SEN Department (eg KS3/KS4/Additionally Resourced Provision) • Wide knowledge of curriculum at KS3 and KS4 • Experience of preparing students for or supporting them following transitions between schools and within school • Clear evidence of supporting and facilitating inclusive education within a comprehensive school 	
Knowledge & Understanding	<ul style="list-style-type: none"> • Understanding of Special educational needs and disability code of Practice or desire to develop this understanding further. • Strategies for social inclusion, personalised learning and differentiation across a mixed ability range • Current national developments in education, teaching and learning 	<ul style="list-style-type: none"> • Experience and understanding of Special educational needs and disability code of Practice.
Skills/Qualities	<ul style="list-style-type: none"> • Excellent organisational skills with the ability to meet deadlines • Dynamic and innovative approach to teaching and learning developments within a department • Confident use of ICT <p>Ability to</p> <ul style="list-style-type: none"> • lead whole school developments by securing trust of stakeholders • plan strategically in the area of SEND in order to raise achievement • assess and promote students' progress in a variety of ways including strategic planning to raise standards • lead and motivate teams, acting as a 'critical friend' • build positive working relationships with colleagues and provide support through coaching/line management • monitor performance and address areas of concern • research and write clear concise reports • demonstrate good interpersonal skills and communication skills even under pressure • be a role model by demonstrating the highest standards of professional conduct, optimism and a solution focussed approach • gather, analyse and interpret data for effective target setting • model effective teaching methods in order to raise achievement • carry out lesson observations, provide feedback and set suitable targets • lead, manage and implement changes to the curriculum and staffing strategy 	<ul style="list-style-type: none"> • Leading, coordinating and monitoring across a Special Needs Department or of a significant area within a SEN Department (eg KS3/KS4/Additionally Resourced Provision)

Equal Opportunities	<ul style="list-style-type: none"> • Awareness and commitment to equal opportunities issues and how these can be addressed in a classroom environment • Experience of working in a multi-cultural environment • Committed to the promotion of equal opportunities, fundamental British values** and Co-operative values*** 	
Child Protection	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and people 	
Disposition	<ul style="list-style-type: none"> • Interest in children as individuals, as well as how they learn and develop • Commitment to the comprehensive ideal, social inclusion and to raising standards for all students • Interest in developing interventions to counteract disadvantage, prevent underachievement and improve the inclusion and attainment of Students with Special Needs • To believe in the importance of team work and a collaborative approach • Ability to build supportive working relationships with colleagues • To maintain a warm and approachable manner towards staff and students • Commitment to and understanding of collective responsibility and distributed leadership • Willingness to attend outside meetings and to work outside the timetabled day • Willingness to change duties in light of the needs of the school • Willingness to attend courses outside the school day • Flexible approach and a sense of proportion • Ability to work hard, managing competing deadlines, prioritising appropriately and maintaining good humour • Excellent organisational, interpersonal and communication skills • Commitment to developing oneself and others • Belief in a growth mindset 	

**Fundamental British values - democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

***Co-operative Values - self-help, self-responsibility, democracy, equality, equity and solidarity in addition to the ethical values of honesty, openness, social responsibility and caring for others.