



Inclusion Leader Person Specification

| Inclusion Leader Selection Criteria | Essential | Desirable |
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| Qualifications | | |
| Educated to degree level | ✓ | |
| Qualified teacher status | ✓ | |
| Evidence of continuing professional development | ✓ | |
| Meets the Teachers' Standards | ✓ | |
| National SENDCo qualification or willingness to achieve this | ✓ | |
| Experience | | |
| Exemplary classroom practitioner with an excellent understanding of quality in learning and teaching | ✓ | |
| Successful record of teaching across the primary range (EYFS, KS1 and KS2) | | ✓ |
| Experience of working with pupils with a range of SEND including SEMH, ASD, Sp&L | ✓ | |
| Successful record of implementing effective behaviour management strategies for groups and individuals with SEND | ✓ | |
| Experience of teaching in a multicultural environment | | ✓ |
| Experience of supporting pupils with English as an Additional Language | ✓ | |
| Successful record of writing and delivering effective Individual Support Plans for pupils with SEND | ✓ | |
| Experience of leading on the safeguarding of children in an educational setting | | ✓ |
| Experience of leading staff meetings and development/training | | ✓ |
| Experience of undertaking performance management or appraisals including the day to day line management of staff. | | ✓ |
| Experience of developing policies and development plans. | ✓ | |
| Professional Knowledge and Understanding | | |
| Know and understand the structure and balance of the National Curriculum/EYFS curriculum in order to plan and deliver a curriculum which motivates and inspires pupils with SEND | ✓ | |

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| Thorough understanding of learning needs throughout the primary age phase and can draw on knowledge of interventions, resources and training to support pupils who are not achieving their potential | ✓ | |
| Knowledge of effective strategies to include and meet the needs of EAL and SEND pupils | ✓ | |
| Knowledge of a range of strategies for dealing with and managing pupils with social, emotional, and mental health needs | ✓ | |
| Excellent understanding of assessment for learning and strategies for SEND pupils | ✓ | |
| Knowledge of monitoring and evaluating performance and use of tools for the interpretation and analysis of data to inform school improvement and raise achievement of pupils | ✓ | |
| Thorough knowledge of the SEND code of practice, statutory needs assessments (EHCPs), the allocation of support and resources, top up applications and funding. | ✓ | |
| Understanding of and commitment to the school policies, in particular: <ul style="list-style-type: none"> • SEND Policy • Behaviour Policy • Child Protection and Safeguarding Policy • Awareness of Health and Safety implementation in the work place • Implementation of the school Equal Opportunities Policy | ✓ | |
| Commitment to the safeguarding and protection of children and fulfil relevant duties for child protection | ✓ | |
| Understanding of budgetary control and can manage a designated budget. | | ✓ |
| Knowledge and understanding of working with multi-agency partners to develop positive outcomes for children and their families | ✓ | |
| Knowledge of the local community | | ✓ |
| Professional Skills and Abilities | | |
| An enthusiasm and energy for teaching | ✓ | |
| Able to demonstrate vision and strategic leadership of SEND provision within a primary setting. | ✓ | |
| Sound ICT knowledge and skills, able to demonstrate the effective use of ICT to enhance the learning and teaching | ✓ | |
| Uses a range of teaching strategies in order to effectively teach all children | ✓ | |
| High expectations of children including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive relationships with them | ✓ | |
| Maintain a high standard of behaviour through the use of praise and clear expectations | ✓ | |
| Able to lead and support other staff within the school, ensuring staff and resources are effectively deployed. | ✓ | |

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| Able to successfully lead a team of support staff to ensure they are effective in supporting children with their learning | ✓ | |
| Able to drive for improvement by supporting, motivating and challenging others to attain higher performance | ✓ | |
| Proven commitment to on-going professional development of both self and other school staff. | ✓ | |
| Able to work constructively in partnership with all stakeholders, establishing positive and effective collaborations with colleagues, parents, governors, other schools, external agencies and the local community. | ✓ | |
| Create a stimulating environment for all pupils, which promotes learning and celebrates the children's successes | ✓ | |
| Proven track record of participating fully in school improvement initiatives | ✓ | |
| Personal Qualities | | |
| Willing and enjoys engaging parents in order to encourage their close involvement in the education of their children | ✓ | |
| Flexible approach to work and enjoys being a good team member | ✓ | |
| Enthusiasm and stamina to maintain and drive the systemic routines and provision for children with SEND | ✓ | |
| Excellent communication skills both orally and in writing | ✓ | |
| Able to manage own work load effectively | ✓ | |
| Able to judge when to make decisions and when to consult with others | ✓ | |
| Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships | ✓ | |
| Shows compassion and respect in interactions with all members of the school community | ✓ | |
| Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit | ✓ | |
| Practice equal opportunities in all aspects of the role and around the work place in line with policy | ✓ | |
| Maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post | ✓ | |
| Maintains confidentiality | ✓ | |
| Ability to manage change | ✓ | |
| Able to deal sensitively with people and resolve conflicts | ✓ | |
| Ability to manage their own wellbeing and self-regulate in challenging situations. | ✓ | |

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| High level of resilience | ✓ | |
| Committed to contributing to the life of the school and participating fully in wider school activities | ✓ | |
| Personal and Professional Conduct | | |
| <p>This post demands the utmost trust and confidentiality. The post holder should maintain high standards of ethics and behaviour at all times, both within and outside school, by:</p> <ul style="list-style-type: none"> • Treating pupils, parents and staff with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a school worker's professional position. • Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions • Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • Ensuring that personal beliefs are not expressed in ways which cause offence or exploit vulnerability • Having proper and professional regard for ethos, policies and practices of the school, and maintain high standards in your own appearance, manner, attendance and punctuality. | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | |

Broadwater Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure & Barring Service (DBS) check.