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| **Inclusion Manager Personal Specification** |  |

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|  |  | Essential |
| Qualifications | Formal Teaching Qualification recognised by the DfE | ✓ |
|  | Evidence of ongoing professional development; attendance on courses, INSET, action research, personal study etc. | ✓ |
|  | Have gained or be working towards the National qualification for SENCOs or other appropriate experience/qualifications. | ✓ |
|  | Experience as a mentor, coach or performance management team leader |  |
| Experience / Skills | Proven track record as a successful teaching practitioner within a whole class setting. | ✓ |
|  | Experience of successful leadership and management within a school or other educational setting. | ✓ |
|  | Experience of monitoring progress of SEND and Pupil Premium children. |  |
|  | Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school. | ✓ |
|  | Knowledge of relevant legislation - in particular of the SEN Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with Statements and Health Care Plans (HCP) as well as those without. | ✓ |
|  | Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the School's resources and the individual child. | ✓ |
|  | Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Children’s Services. | ✓ |
|  | Experience of inter-agency work. | ✓ |
|  | Experience in working with children with EAL |  |
|  | Experience in working with children with SEND | ✓ |
|  | Excellent written and oral communication skills. | ✓ |
|  | Excellent presentation and inter-personal skills. | ✓ |
|  | Excellent time and task management skills. | ✓ |
|  | Ability to work under pressure and to deadlines. | ✓ |
|  | Ability to use data effectively in setting targets. | ✓ |
|  | Have an awareness of Professional Standards for teachers. | ✓ |
|  | Preferably to have taught in more than one primary school. |  |
| Personal Qualities | To have high expectations  Ability to relate well to children and adults.  Ability to lead, motivate and influence others.  To have excellent time management skills.  To have a sense of humour.  To show commitment to sustain excellent attendance at work. | ✓  ✓  ✓  ✓  ✓  ✓ |
| Approach to work | A commitment to child-centred education  To show a commitment to working in partnership with parents, governors and the LA at local level, to provide the best education possible for our pupils | ✓  ✓ |