

Inclusion Lead Teacher – Person Specification

The Person Specification is an important part of the recruitment process. It should be read carefully as it will be the basis of shortlisting and selection assessment. The successful applicant must demonstrate each of the following criteria.

Criteria	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Evidence of sustained, continuous professional development, preferably in more than one school • Willingness to undertake the SENCO Qualification 	<ul style="list-style-type: none"> • Successful completion of NCSL (or similar courses eg: Leading from the Middle, Leadership Pathways, NPQML, NPQSL) • Undertaken the SENCO qualification • Experience of undertaking action based research • Significant experience of working with children with Autism
Strategic direction and development of the school	<ul style="list-style-type: none"> • Successful proven experience of leadership • Experience of leading and managing the creation and implementation of a strategic plan, identifying priorities and targets • A sound understanding of recent developments in educational practice, assessment, performance appraisal and Ofsted inspections • Experience of using school data to establish benchmarks, set targets and evaluate for improvement 	<ul style="list-style-type: none"> • Designated (or Deputy) Safeguarding Lead • Experience of working with governors to support the strategic development of the school
Leadership and Management	<ul style="list-style-type: none"> • An exemplary role model with a proven track record of developing others • Extensive experience of SEND and inclusion systems and processes • Ability to inspire, lead and motivate staff and pupils 	<ul style="list-style-type: none"> • Experience of working as a SENCO / Inclusion Leader • Experience of liaising effectively with a range of outside agencies • Experience and ability as a mentor and coach of others • Experience of school financial management guidelines

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| | <ul style="list-style-type: none">• Ability to build and lead an effective team and to hold people to account for their role within the team• Significant experience of effectively managing staff performance and supporting professional development• Experience of dealing significant number of whole school initiatives resulting in improved outcomes for all children• Ability to lead and manage change whilst sustaining the school's good practice• Ability to deploy resources effectively to achieve the priorities set out in the School Development Plan on time and within budget• Ability to deal with people and conflict sensitively and effectively | |
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