**Person Specification: Inclusion Lead**

*Growing together, hand in hand*

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|  | **Essential** | **Desirable** |
| **Qualifications** | - Qualified Teacher status;  - National Award for Special Educational Needs Co-ordination **OR** a willingness to undertake a professional qualification within the next 12 months;  - Level 4 Safeguarding training **OR** a willingness to undertake the qualification prior to appointment  - Has successfully undertaken appropriate statutory Child Protection Training (minimum Level 1) | - Relevant CPD in relation to Special Educational Needs (SEN) and Safeguarding;  - Evidence of appropriate professional development for the role of Designated Safeguarding Lead (DSL)  - Trained to deliver Level 1 Safeguarding training  - Knowledge of CPOMS  - Coaching qualifications  - Leadership qualifications (NPQML for example) |
| **Professional knowledge, understanding and skills** | - Proven ability as an excellent classroom teacher;  - Proven ability as an excellent leader, with experience of leading a whole school initiative that demonstrates impact on teaching, learning and standards;  - Ability to work collaboratively and offer coaching/mentoring support to teaching staff;  - A positive approach to promote excellent learning behaviour;  - Evidence of continuing professional development;  - Experience of developing outstanding relationships with parents/carers and working with families to support children’s progress, welfare and wellbeing.  - Excellent understanding of Safeguarding policies and procedures | - Experience of the SENCO role;  - Recent experience of working within the field of Safeguarding  - Experience in teaching across the primary age range;  - Experience of training other teaching staff;  - Experience of budget management  - Experience of setting targets and monitoring, evaluating and recording progress; |
| **Specific knowledge, understanding and skills** | - Skilled use of data to track progress and identify possible additional needs;  - Excellent understanding of the principles of inclusive teaching and experience of teaching children with special educational needs;  - Experience of working with other professionals and/ or agencies to meet the needs of children with additional needs;  - Knowledge and understanding of the SEN Code of Conduct and it’s practical application;  - Knowledge and understanding of statutory duties in relation to SEND and equality.  - Knowledge and understanding of the principles of nurture and how this leads to inclusive practice.  - Understanding and knowledge of strategies that support children with ASD, ADHD and attachment.  - Clear understanding of Keeping Children Safe in Education (KCSIE)  - Good understanding of the principles behind school improvement including school improvement planning, monitoring, review and evaluation of progress | - Experience of the Boxall Profile and Dyslexia screening;  - Understanding of principles of cognitive development and cognitive overload and implications for this in the classroom;  - Knowledge and understanding to support EAL/LAC children; |
| **Curriculum** | - Excellent understanding of the National Curriculum and its implementation;  - Understanding of strategies and pedagogy of meeting the needs of pupil with SEND within a mixed ability class;  - Understanding of RSHE/PSHE/Computing curriculums in relation to safeguarding. | - Knowledge and understanding of English and Maths interventions to promote progress.  - An understanding of the broader primary context and Government initiatives to raise achievement |
| **Professional Values** | - Demonstrate high expectations and challenge for all pupils.  - Have the strong belief that rich learning experiences should be accessible and engaging for all children.  - Be able to demonstrate that children are at the centre of all actions and provision put in place, both in terms of academic achievement and welfare.  - To be a leader of Safeguarding by, professionally demonstrating, promoting and encouraging effective staff and student well-being at all times;  - Takes timely and effective action where required. |  |
| **Personal Qualities** | - Passionate about teaching and learning; wanting the absolute best for all pupils;  - Demonstrate high levels of personal and professional integrity, consistently modelling the school’s vision and values;  - Display warmth, kindness, patience and sensitivity when dealing with children and their families;  - Demonstrate excellent interpersonal skills when dealing with staff;  - Show the ability to listen and empathise sincerely with parents/carers, children and staff;  - Be able to work collaboratively to bring out the best in people;  - Be organised and able to manage your time effectively, prioritising as necessary;  - Demonstrate initiative –bring ideas to the table about improving provision;  - Non-judgemental;  - Ability to manage difficult situations in a professional and sensitive manner which demonstrates support and mutual respect  - Resilience and the ability to remain calm in difficult situations. |  |