

Person Specification
Post title: Inclusion Leader



This person specification sets out the essential criteria for this post. It also includes some other criteria, which are not essential but are nevertheless desirable. Candidates applying for the post must meet the essential criteria and should try to provide some supporting evidence in their applications. It is also expected that excellent and unequivocal references could be provided to support candidate's applications.

The successful applicant will also be required to have an enhanced DBS check.

Attributes	Essential Criteria	Desirable Criteria
1. Qualifications and training	<ul style="list-style-type: none"> Qualified Teacher Status (QTS). National Award for SEN Coordination (or equivalent) or commitment to achieving this qualification within three years of appointment. Evidence of ongoing professional development and a commitment to further training. 	<ul style="list-style-type: none"> Further specialist qualification in a specific aspect of SEND (e.g., Autism, Speech and Language, SEMH). Additional training in safeguarding, mental health, or inclusion leadership.
2. Experience	<ul style="list-style-type: none"> Significant successful teaching experience across Early Years and primary phases. Experience supporting pupils with a wide range of SEND, including emotional and behavioural needs. Ability to lead and manage people effectively, both individually and in teams. Experience making reasonable adjustments and implementing access arrangements. Experience liaising with professionals (e.g., Educational Psychologists, EHCP teams). Attendance at Annual Reviews and multi-agency meetings. 	<ul style="list-style-type: none"> Experience monitoring and evaluating teaching and learning. Line management experience. Collaborative work with parents, governors, and external agencies. Leading Annual Reviews and managing a SEND-related budget. Previous experience as a SENCO or inclusion leader.
3. Skills and abilities	<ul style="list-style-type: none"> Ability to analyse and interpret data to inform provision mapping and planning. Ability to produce and update statutory documents (e.g., EHC plans, SEND Policy, Accessibility Plan). Excellent organisational and time management skills; able to prioritise and meet deadlines. Highly effective oral and written communication, including presentation skills. Ability to create inclusive, welcoming environments that enable all pupils to succeed. Confident use of ICT for administration, data analysis, and classroom technologies. Ability to support and coach colleagues in meeting diverse needs. Ability to plan, assess, and report on learning for pupils with SEND. 	

	<ul style="list-style-type: none"> Ability to work collaboratively to meet the needs of pupils with EAL and those who are more able. Ability to lead initiatives and drive improvement. Ability to lead staff training and professional development. Ability to manage resources and budgets effectively. 	
4. Knowledge	<ul style="list-style-type: none"> Excellent knowledge of EYFS, National Curriculum, and the SEND Code of Practice. Sound understanding of Quality First Teaching and evidence-based interventions. Up-to-date knowledge of SEND legislation, inclusion, and pastoral care. Strong understanding of safeguarding and child protection procedures. 	<ul style="list-style-type: none"> Understanding of SEND funding and its implications. Knowledge of legislation and processes for supporting Looked After Children.
5. Personal qualities and core behaviours	<ul style="list-style-type: none"> Demonstrates integrity, care, and commitment to inclusive education. Optimistic, resilient, and able to inspire confidence in others. Strong interpersonal skills and ability to build positive relationships. Reflective, open to feedback, and committed to continuous improvement. 	
	<p>Excellence - With enthusiasm, you work to deliver a high quality service to meet customer, organisational and personal expectations. You adopt a 'can do' attitude in all of the work you deliver, ensuring it meets the needs of current and potential customers.</p> <p>Simplicity - You actively seek ways to prevent over-complication or confusion, by adopting the most simplified approach to work. You communicate clearly and concisely, ensuring that the message is understood by all.</p> <p>Trust and Respect - You are aware of your impact on others including confidentiality. You value openness and listen carefully to understand the views of others. You promote the values of diversity and actively work to minimise any harm caused to others in order to foster an environment of mutual trust and respect.</p> <p>Working Together - You work with others to reach a common goal; sharing information, supporting colleagues and searching out expertise and solutions from relevant partners and/or the communities we serve.</p> <p>Responsibility - You take ownership for your work and you use your initiative to deliver. You are accountable for your own performance and development and you take responsibility for your actions and decisions.</p>	