

Personal Specification – Inclusion Teacher

	Essential	Desirable
Qualifications	<p>Qualified teacher status</p> <p>Good Degree (or equivalent) in a relevant subject (mathematics is desirable)</p> <p>Evidence of committing to Continuing Personal Development in SEND</p>	<p>National SENCO Award</p> <p>Other professional development in the area of SEND</p>
Relevant experience	<p>Proven ability to demonstrate good teaching ensuring all students make excellent progress</p> <p>Successful and relevant secondary teaching experience</p> <p>Experience and understanding of a range of assessment techniques to maximise student progress</p> <p>Involvement in the preparation for and administration of assessment including end of key stage assessments in at least one key stage</p> <p>Proven ability to manage behaviour both within class and throughout the school</p> <p>Experience of monitoring and giving accurate feedback to colleagues, including observation of teaching resulting in improved outcomes.</p>	<p>Successful class teaching experience across more than one key stage</p> <p>Involvement in the preparation for and administration of assessment including end of key stage assessments in more than one key stage</p> <p>Experience of teaching a range of alternative qualifications / courses for students.</p> <p>Experience of teaching students with a range of additional needs</p> <p>Experience of managing a team of staff</p> <p>Experience of delivering innovative enrichment / wider curricular provision</p>

<p>Knowledge and understanding</p>	<p>Working knowledge and experience of teaching pupils with special educational needs and disabilities</p> <p>Proven ability in differentiating the curriculum</p> <p>Excellent vision of inclusion - knowledge of current good practice and inclusive pedagogies</p> <p>Clear understanding and detailed knowledge of current curriculum and assessment requirements and developments, particularly in relation to SEND</p> <p>Understanding of relevant equal opportunities, health and safety and safeguarding guidance and legislation, and with commitment to keeping up to date with legislative changes affecting schools</p> <p>Knowledge of the regulations around safeguarding and how to address any issues that might arise</p> <p>Knowledge of good practice guidelines to form and maintain appropriate relationships and personal boundaries with Students and young people</p> <p>Be able to demonstrate emotional resilience in working with Students, Parents carers and colleagues</p> <p>Working knowledge of SEN code of practice and other legislation / guidance pertinent to SEND</p>	<p>Working knowledge of Birmingham SEND LA and associated services for Education, Health and Social Care</p> <p>Experience of delivering a range of alternative GCSE courses and vocational programmes</p>
<p>Skills and aptitudes</p>	<p>Excellent organisational and time management skills</p> <p>Proven ability to motivate, inspire and manage staff and students</p> <p>Ability to communicate effectively both orally and in writing with a variety of audiences</p> <p>Ability to develop positive working relationships with students, parents, staff, Governors and local community</p> <p>Ability to listen and respond to others</p>	<p>Ability to report to and work with other stakeholders such as Governors, the LA and other external advisors or agencies</p> <p>Ability to manage change, involving and consulting students, parents, staff, Governors and others</p>

	<p>Successful experience of working with parents as partners in their child's education</p> <p>Proven ability to meet deadlines and be punctual</p> <p>Is trustworthy, caring and kind</p> <p>Is approachable, but able to set appropriate personal and professional boundaries</p> <p>Is creative, flexible and open to new ideas</p> <p>Demonstrate a strong desire to achieve the highest possible level of educational achievement for each student in the school</p> <p>To be a fluent and confident user in a range of IT systems and school based MIS</p>	
Special Requirements	<p>Enhanced DBS clearance</p> <p>Compliance with all School and Trust policies</p>	