

Person Specification

Specialist Leader for Access and Inclusion

Location: Harrogate, Knaresborough & Ripon (HKR) Locality

| Criteria | Essential | Desirable |
|--|-----------|-----------|
| Qualifications | | |
| Good Honors Degree and/ or High-Level qualification Level 4 or above | X | |
| A post-graduate qualification for example, M.Ed., MSc, PGCert/PGDip in SEND, PGCert/PGDip in educational studies, MA in Social Work, MSc in Counselling and Psychotherapy, PGCert/PGDip in Leadership and Management in education. | | X |
| Strong A Level qualification and/ or equivalent Level 3 qualifications. | | X |
| Experience | | |
| Significant measurable impact working with children and young people, especially those with Special Educational Needs, particularly Social, Emotional, and Mental Health (SEMH) needs. | X | |
| Successful experience of leading initiatives to engage learners with SEND and raise student achievement | X | |
| Experience of significant partnership working with agencies, staff, parents, families, and carers to improve outcomes for pupils with SEND | X | |
| Proven success of implementing specialist strategies to address difficulties in a range of areas including communication, social interaction, sensory regulation, and extremes of behaviour. | X | |
| Experience in social care. | | X |

| Knowledge and Skills | | |
|--|---|--|
| Excellent working knowledge of the SEND Code of Practice | X | |
| Able to lead, inspire, motivate, and engage staff and students. | X | |
| Committed to holding colleagues to account, challenging underperformance and ensuring effective corrective action, support, and follow-up. | X | |
| Able to make clear, judicious decisions which may involve tough choices or considered risks. | X | |
| Excellent communication skills, both in writing and orally, to a wide range of audiences | X | |
| Able to plan, implement, monitor, and evaluate initiatives and policies. | X | |
| Able to analyse complex problems, make sound judgments, and produce workable solutions. | X | |
| Able to analyse and interpret data. | X | |
| Able to consider new approaches, ways of thinking, and challenges to the status quo. | X | |
| Knowledge of effective behaviour and attendance management strategies | X | |

| Values | | |
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| A commitment to comprehensive education, equal opportunities, and inclusion for all students across the Trust and in the HKR area | X | |
| A passionate commitment to achieving the highest standards for all students across the Trust and in the HKR area. | X | |
| A commitment to improving attendance and outcomes for all students across the Trust and in the HKR area. | X | |
| Personal Qualities | | |
| Strong 'moral purpose' | X | |
| Skilled at building and forming productive working relationships with staff, parents, and students | X | |
| Shows warmth, care, and sensitivity to the needs of others | X | |
| Is professional, self-motivated, hardworking, and willing to give freely of time outside of the normal working day | X | |
| Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity and resilience and a sense of perspective | X | |
| Self-critical and reflective, able to monitor and evaluate both own and the partner schools' performance and take action to improve or develop them where necessary; confident in celebrating individual and collective success and tackling underperformance | X | |
| Emotionally intelligent | X | |
| Sense of humour and an infectious enthusiasm! | X | |

| Equal Opportunities | | |
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| Candidates should indicate an acceptance of, and a commitment to, the principles of the Trust's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community. | X | |
| Commitment to equal opportunities policies relating to gender, race, and disability in an educational context. | X | |
| Circumstances - Personal | | |
| Must be legally entitled to work in the UK (Asylum and Immigration Act 1996) | X | |
| No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required) | X | |
| Will not require holiday during term time. | X | |
| Safeguarding | | |
| Has appropriate motivation to work with children and young people, and can relate to them. | X | |
| Ability to maintain appropriate relationships and personal boundaries with children and young people. | X | |
| Displays commitment to the protection and safeguarding of children and young people. | X | |
| Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the actions to take if necessary | X | |