PERSON SPECIFICATION

**Post Title: Director of SEN & Inclusion (SENCO)**

**Reporting to: Assistant Principal**

**Line Management: SEN and Inclusion Team**

**Scale: MPS/UPS + TLR**

**Disclosure Level: Enhanced**

**Contract: Permanent**

**Director of Inclusion – (SENCO)**

| Specification | Essential | Desirable | Evidence |
| --- | --- | --- | --- |
| **Qualifications** | * Qualified teaching status
* A First Degree or equivalent
* Evidence of Further Professional Development in preparation for middle/senior management
* Evidence of Further professional development in the area of SEN and Inclusion.
 | * Evidence of further professional study
* Willingness to undertake National Award for SEN Co-ordinator
 | Application form |
| **Personal** | * The ability to communicate effectively and sensitively with a variety of audiences both verbally and in writing
* The ability to manage, motivate and inspire children and staff to strive for excellence
* A proven good attendance record
 | * Ability to lead and inspire colleagues to improve standards of practice
* Ability to react and respond to the ever-changing needs of individual students.
 | Application/ Reference/ Interview |
| **Experience** | * A good teacher with the potential to be outstanding
* Experience of working with SEN/D pupils
* Thorough knowledge and understanding of good practice in policy and practice for SEN/D
* Experience at school leadership level of curriculum development
* Experience and understanding of processes to raise standards and promote progress including target setting
 | * Experience of liaison with other schools and appropriate agencies
* Experience of team leadership role within performance management
* Experience of Secondary Education.
 | Application/ interview |
| **Leadership &** **Management** | * Proven ability to lead, build and work within teams effectively
* Ability to communicate a clear vision for improving standards
* Evidence of having led significant change creating positive outcomes for students
* Evidence of good leadership and management skills that value people throughout the school community
* Ability to support colleagues
* Ability to hold others to account
* Commitment to continuing professional development
 | * Evidence of delivering CPD
* Evidence of working with outside agencies to manage and affect significant change to raise standards of achievement
* Evidence of running an inclusion base.
* Experience/knowledge of working with additional needs such as; dyslexia, autism, ADHD, Speech, Language and Communication difficulties, multi-sensory impairments and social, emotional and mental health disorders.
 | Application/ reference/ interview |
| **Teaching and Learning**  | * Experience of developing and implementing effective improvement plans
* Evidence of a creative and innovative approach to teaching and learning
* Ability to identify constituents of good teaching and planning
* A good understanding of monitoring, evaluation and coaching in building improved practice
* Evidence of commitment to developing and maintaining a positive learning environment.
* Evidence of tracking and monitoring students’ achievements and responding as necessary.
* Evidence of investigating and identifying individual needs through diagnostic/baseline testing and specialist reports.
 | * Experience of leading the development of an aspect of whole school curriculum
* Evidence of understanding and practice in the use of data to drive up standards of pupil achievement
* Experience of knowledge of teaching students with English as and Additional Language.
 | Application/ interview |
| **Philosophy** | * Commitment to high standards and continuing improvement for ALL students
* An understanding and commitment to equality and inclusion principles and practice
* Awareness and understanding of transition issues
* High expectation of pupil attainment, personal development and conduct
 | * Understanding of the key role of a community school in the locality
 | Application form and interview |
| **Community** | * Ability to work with and gain the support of external agencies
* Ability to extend and develop school partnership with parents and the wider community
* Commitment to working in partnership with governors.
 | Experience of positive links and relationships with all stakeholders.Evidence of affecting change through work with stake holders | Application form and interview |