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 |
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| **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 |