



Person Specification –Inclusion Leader– Main Scale

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status 	<ul style="list-style-type: none"> Further/continued CPD National Award for Special Educational Needs Coordination.
Experience	<ul style="list-style-type: none"> Proven ability as an outstanding, reflective, classroom teacher. Proven experience of working effectively in a team. Experience of working across the primary phases. 	<ul style="list-style-type: none"> Proven record of effective subject leadership. Experience of undertaking high-quality Inclusion responsibilities.
Professional knowledge, understanding and skills.	<ul style="list-style-type: none"> Excellent classroom practitioner with high expectations of standards and behaviour. Highly proactive and efficient in securing good outcomes and meeting deadlines. Ability to communicate effectively with a range of professionals to secure good outcomes. A proven understanding of what constitutes good practice and high standards in teaching and learning in the primary phases. A proven ability to share good practice with colleagues. Proven to be a role model to pupils and all stakeholders. Wide knowledge of the primary curriculum. Positive approach to behaviour management. Proven ability to use a variety of teaching strategies to engage all learners. A good knowledge of how scaffolding can support the learning of all pupils and a proven ability to do so in own practice. Proven commitment to the personal welfare and safeguarding of all children, including sound knowledge of child protection. A proven ability to communicate effectively with pupils and all stakeholders. Confident and competent user of ICT. A proven ability to effectively use formative and summative assessment techniques to ensure that children make outstanding progress. 	<ul style="list-style-type: none"> Knowledge and understanding of the Inclusion role. Knowledge of a wide range for interventions. Knowledge of the Gloucestershire Graduated Pathway and its implementation. Knowledge of documentation involved in securing and maintaining EHCPs and PEPs. Experience of personalising learning and target setting. Knowledge of setting up Care Plans and Risk Assessments. Understanding of how the learning environment supports high standards. Support for an enriched curriculum through out of hours learning and educational visits. Knowledge of current educational initiatives. Experience of managing Teaching Assistants.





		<ul style="list-style-type: none"> • Experience in facilitating and chairing a range of meetings. • Experience in providing staff training. • Experience of multi-agency meetings.
Personal Qualities	<ul style="list-style-type: none"> • A good communicator and listener. • Ability to develop positive relationships with parents, staff and other professionals. • Clear thinking/analytical • A resilient personality. • Solution focused. • Empathetic • Enthusiastic with a 'can do' attitude. • Takes responsibility, both personally and collectively. • Able to think outside the box. • Proven commitment to promote the ethos, vision and values of the school. • Open-minded, reflective and adaptable to changing circumstances and new ideas. • Willingness to be involved in the wider life of the school • Proven excellent interpersonal and communication skills. • A proven rigorous approach to work and excellent organizational skills. • Proactive and innovative. • Sense of humour. • Willingness to develop professionally, through offered and personally sought CPD. 	<ul style="list-style-type: none"> • Brings personal interests and enthusiasms into the school community. • Persuasive/inspirational. • Prepared to lead extra-curricular activities.

