



PERSON SPECIFICATION

JOB TITLE	Group Director of Inclusion
DEPARTMENT	Learning Support
SECTION	Forest School Group
LINE MANAGER	Warden

The Person Specification distinguishes between essential and desirable criteria. Candidates will be assessed against these criteria through application, interview, references, and a task-based assessment.

CRITERIA	ESSENTIAL	DESIRABLE
QUALIFICATIONS AND TRAINING		
Qualified Teacher Status (QTS).	√	
National Award for SEN Co-ordination (NASENCo) or NPQ for SENCOs, or equivalent.	√	
Good honours degree.	√	
Evidence of sustained professional development in SEND, inclusion, or related fields.	√	
Master's-level qualification in a relevant field.		√
Level 7 assessor qualification for Access Arrangements (e.g. CPT3A, AMBDA, or equivalent).		√
Safeguarding training to DSL or Deputy DSL level.		√
EXPERIENCE AND KNOWLEDGE		
Substantial experience in a strategic leadership role for inclusion and learning support, with a track record of impact on pupil outcomes.	√	
Experience leading, line managing, and developing other SENDCos or senior specialist colleagues.	√	
Demonstrable experience of working strategically with senior leaders and governors to shape whole-school policy.	√	
Experience running strategic projects from design through to implementation and evaluation.	√	
Strong, current understanding of the SEND Code of Practice, the Equality Act 2010, JQC regulations, and recent national developments.	√	
A working knowledge of the EYFS Statutory Framework and its specific SEND requirements, and a confident understanding of typical and atypical development across the 4-11 age range.	√	
Deep knowledge of contemporary neurodiversity-informed practice, including autism, ADHD, dyslexia and SpLD, DLD, and co-occurring SEMH needs.	√	
Experience designing and delivering CPD on inclusive practice.	√	
Experience in a UK independent school context.		√

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Experience working across an all-through (4–18) or multi-phase setting, including transition between phases.		√
Familiarity with public examination access arrangements.		√
Experience contributing to admissions and external engagement on SEND matters.		√
SKILLS AND APTITUDES		
The ability to design and articulate a clear strategic vision for inclusion and translate it into practical change.	√	
Excellent written and verbal communication with staff, pupils, parents, and external professionals, including the ability to handle sensitive conversations with empathy.	√	
Strong analytical skills and the ability to use data and qualitative evidence to drive improvement.	√	
A meticulous eye for detail and a confident grasp of compliance and policy.	√	
Effective coaching and line management skills, with the ability to build capability in colleagues.	√	
Strong organisational and prioritisation skills, and the ability to work calmly under pressure.	√	
Familiarity with research-informed approaches such as those promoted by the EEF and the Universal Design for Learning framework.	√	
Experience of using and championing assistive technology and digital tools to support inclusion.		√
PERSONAL QUALITIES		
Child-centred, with a deep commitment to inclusion, equity, and the dignity of every pupil.	√	
Reflective, intellectually curious, and willing to challenge established practice in light of evidence.	√	
Collaborative and collegiate, with the ability to build trust quickly across teams and phases.	√	
Resilient, solutions-focused, and emotionally intelligent.	√	
Discretion, integrity, and absolute commitment to safeguarding and the welfare of children.	√	
A genuine interest in the wider life of the Group and in pupils across the full age range from 4 to 18.	√	
Willingness to contribute to co-curricular or pastoral life at Forest.	√	

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