



PERSON SPECIFICATION

Learning and Inclusion Team Leader

Category	Essential	Desirable
Qualifications		
GCSE English at Grade C or above (or equivalent)	*	
GCSE Maths at Grade C or above (or equivalent)	*	
Relevant training courses in the development of knowledge, skills and understanding related to inclusion, learning support, progress and wellbeing	*	
Child Protection Training		*
Further qualifications in the area of SEND/learning/progress/IT		*
Experience		
Experience of leading and supporting others within an educational setting	*	
Experience of working positively alongside pupils who can demonstrate the need for immediate pastoral/inclusion support for safety	*	
Demonstrable experience of successful working with young people and families, using approaches such as PACE and UPR	*	

Demonstrable understanding of how to work successfully with specialist support services	*	
Experience of supporting pupils with SEMH / ASD	*	
Experience of successfully building relationships for learning and excellence	*	
Thorough understanding of relevant legislation and local guidance, to enable and empower high-quality Learning Support	*	
Experience of leading, and being responsible for, successful outcomes within a multi-agency setting for pupils with SEND		*
Current knowledge about primary curriculum outcomes, in support of learning and progress		*
Working understanding about the role and impact of the SENDCo role		*
Skills		
Strong working knowledge and understanding of IT, particularly in the areas of monitoring, recording, presentation and data trending	*	
Strong ability to use word-processing, spreadsheet and database software	*	
Strong ability to prioritise, with effective decision-making skills	*	
Excellent interpersonal and communication skills, alongside the ability to work with people at all levels	*	
Ability to maintain resilience, understanding and positive thinking when working with challenging pupils	*	
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To be able to demonstrate and inspire trust from the whole school community, in line with the culture and ethos of 'resilience, safety and respect' To be able to make effective and evidence-based decisions as part of a high-functioning team, working alongside and leading others in the successful implementation of actions and outcome goals Full driving licence	* *	
Qualities & aptitude Ability to work and proactively lead, as part of an inclusive team Self-motivating, with the ability to multi-task toward a shared outcome Organised, with highly effective planning skills Reflective, resilient, responsive and reliable Ability to inspire and empower others, whilst holding them to account Is vision centred and solution focused Is someone who understands the collective need to define and reach a goal, whilst being able to implement the small steps to get there Holds a natural ability to connect with young people Holds a flexible and team-based approach, toward pupil focused outcome Has a keen understanding about their own personal skills and qualities Listens to others with authenticity Flexible and adaptable, whilst being calm, clear and kind	* * * * * * * * * * *	

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Authentic Education is committed to providing a safe, supportive and stimulating environment for all its pupils following Keeping Children Safe in Education Guidelines.
This post is exempt from the Rehabilitation of Offenders Act 1974.