

GOSSEY LANE ACADEMY



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 Registered Company No: 08531479

Person Specification: Inclusion Lead / SENCO (SLT)

Criteria	Essential	Desirable
Qualifications & Professional Status	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS). • National Award for SEN Coordination (SENCO) or commitment to complete within the required timeframe. • Safeguarding training and willingness to undertake Designated Safeguarding Lead (DSL) training. 	
Experience	<ul style="list-style-type: none"> • Strategic and operational leadership of SEND and inclusion within a school context. • Leading adaptive teaching and inclusive classroom practice. • Managing statutory SEND processes, including EHCPs and annual reviews. • Developing, implementing and reviewing learning plans, pupil passports and provision mapping. • Working effectively with parents and carers, including in complex or sensitive situations. • Working collaboratively with external agencies and professionals. 	<ul style="list-style-type: none"> • Experience as a Designated Safeguarding Lead or Deputy DSL. • Experience of improving attendance outcomes for pupils with SEND. • Experience of reporting to governors or trust leaders. • Leadership experience at Senior Leadership Team level.

	<ul style="list-style-type: none"> • Assessment, tracking and data analysis to improve outcomes for pupils with SEND. • Line management or leadership of staff. 	
Knowledge & Skills	<ul style="list-style-type: none"> • Secure knowledge of the SEND Code of Practice, Equalities Act and safeguarding legislation. • Strong understanding of high-quality teaching and learning and adaptive teaching approaches. • Ability to lead, influence and challenge practice at all levels. • Strong organisational skills with the ability to prioritise and manage competing demands. • Excellent communication and interpersonal skills, including written reporting to governors. • Ability to contribute strategically to self-evaluation, inspection readiness and school improvement. 	
Personal Qualities	<ul style="list-style-type: none"> • Strong commitment to inclusion, equity and high expectations for all pupils. • Resilient, reflective and solution-focused approach to leadership. • Calm, professional and confident in high-pressure or sensitive situations. • Collaborative leader who models integrity and high professional standards. 	