



Person Specification

Inclusion Lead and SENDCo (Special educational needs and disability co-ordinator)

Qualifications	Essential <ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • NPQ for SEND or National Award for SEN Coordination (NASENCo) or commitment to complete the NPQ SEND qualification within an agreed timescale • Evidence of ongoing professional development related to SEND, Inclusion and /or leadership
	Desirable <ul style="list-style-type: none"> • Additional qualifications or training related to SEND, inclusion, outdoor learning, or leadership
Experience	Essential <ul style="list-style-type: none"> • Significant experience supporting pupils with SEND in a primary school setting • Leading or coordinating SEND teaching and learning • Line management • Working with pupils with SEND, including those with EHCPs and complex needs • Working collaboratively with parents/carers and external agencies • Experience of leading or contributing to whole-school development or improvement • Engaging with SENDco colleagues in the local area • Involvement in self evaluation and action plan setting • Teaching at least 5 years experience • Commitment to upholding the Nolan Principles
	Desirable <ul style="list-style-type: none"> • An understanding of the statutory processes required for pupils with SEND • Currently working in a successful teaching and learning environment • Successful track record of leadership • Teaching experience across the primary phase • Developing or managing specialist, inclusive, or alternative provision • Outdoor learning, sensory provision, or therapeutic approaches • Leading CPD to colleagues • Leading appraisal processes for staff

Knowledge and Understanding	Essential <ul style="list-style-type: none"> • In-depth knowledge of the SEND Code of Practice, statutory SEND requirements including local and national agenda for SEND • Strong understanding of inclusive and adaptive teaching practices • Knowledge of assessment, intervention, and graduated response for SEND • Understanding of safeguarding and child protection procedures • Understanding of behaviour, wellbeing, and emotional regulation strategies • Knowledge of trauma-informed or attachment-aware practice • Knowledge of outdoor or experiential learning approaches for pupils with SEND
	Desirable <ul style="list-style-type: none"> • Experience of working within a setting that embraces trauma informed approaches • Experience of outdoor or experiential learning approaches for pupils with SEND
Skills and Abilities	Essential <ul style="list-style-type: none"> • Ability to lead, inspire, and motivate staff • Strong organisational and strategic planning skills • Ability to analyse data and evaluate the impact of provision • Excellent communication skills, both written and verbal • Ability to build positive relationships with pupils, staff, families, and external professionals • Ability to manage change and lead new initiatives effectively
	Desirable <ul style="list-style-type: none"> • Coaching or mentoring experience • Experience delivering training or CPD to staff, governors and the wider community
Personal Qualities	Essential <ul style="list-style-type: none"> • Commitment to the highest standards of inclusion and equity • Passionate advocate for pupils and parents of pupils with SEND • Resilient, reflective, and solution-focused • High expectations for all pupils and staff • Ability to work both as part of a team and independently • Ability to work flexibly and collaboratively as part of a wider leadership team • Strong commitment to safeguarding and pupil wellbeing • Reliable and highly visible across the school community • Commitment to upholding the Nolan Principles:- Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, and Leadership

