

Pickwick Academy Trust



Person Specification: Inclusion Leader

on the Leadership team at Corsham Primary School.

		Essential	Desirable
Qualifications	Teaching Qualification recognised by the DfE.	√	
	Evidence of on-going professional development; attendance on courses, INSET, action research, personal study etc.	√	
	Have gained or a willingness to work towards the National Qualification for SENCOs	√	
Experience	Proven track record of being an experienced and exemplary class teacher.	√	
	Experience of successful leadership and management within a school or other educational setting.		√
	Experience in Inclusion or SEN	√	
	Experience of leading workshops, staff meetings and INSET on Inclusion.	√	
	Experience of working with parents to ensure the best possible outcomes for children.	√	
	Experience of providing professional leadership and management of a staff team to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school.		√

	Experience of inter-agency work and working with Local Authority SEN services.	√	
	Experience of teaching and working with children from identified groups.	√	

If you are shortlisted for this position the interviewing panel will be asking you questions based on the job description and person specification in order to ascertain your suitability for the post. We will also be seeking references before your interview; any relevant issues that are raised by your referee will be taken up during the interview.

At Pickwick Academy Trust we are committed to safeguarding children and promoting the welfare of children and young people and we require anyone joining our school to actively contribute to this commitment. All successful candidates will be subject to Disclosure and Barring Service (DBS) checks along with other relevant employment checks.

Knowledge, skills and understanding	Knowledge of relevant legislation - in particular of the SEN Code of Practice and Pupil Premium, equal opportunities and disability discrimination legislation and how these apply to pupils with Statements/ Education Health Care Plans as well as those without.	√	
	Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the school's resources and the individual child.	√	
	Knowledge of current educational issues and their relationship to inclusion.	√	
	A good understanding of the EYFS and National Curriculum.	√	
	A sound understanding of the issues surrounding the safeguarding of children's welfare.	√	
	Knowledge of assessment, analysis and reporting of data to inform on progress, attainment and impact.	√	
	Knowledge of LA systems related to SEN and supports available for schools		√
	Excellent behaviour management skills.	√	
Personal Qualities, Skills and Attributes	Excellent written and oral communication skills.	√	
	Strong organisational skills and ability to prioritise	√	
	Ability to develop and maintain open, supportive and cooperative relationships with all stakeholders.	√	
	Excellent time and task management skills with an ability to work under pressure and to deadlines.	√	
	Enthusiastic and energetic.	√	
	Approachable, accessible and flexible attitude.	√	

	Ability to work professionally with all staff and parents, to maintain appropriate professional boundaries and to be firm and clear when prioritising and communicating the school's approach to working with children and their families.	√	
	Ability to work on own initiative.	√	
	Passionate about ensuring excellence for all.	√	
	Ability to lead, motivate and inspire others.	√	
Approach to work	To show a commitment to working in partnership with parents, governors and wider community to provide the best education possible for our pupils, modelling the school's values and promoting the school's vision.	√	