

Person Specification – Inclusion/Pupil Premium Leader

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • National Award for Special Educational Needs Co-ordination or evidence of pursuing a place on this course. • Evidence of continuing professional development related to the post. 	<ul style="list-style-type: none"> • Level 2 Safeguarding training • Relevant yearly multi-agency training
Experience	<ul style="list-style-type: none"> • Successful teaching experience across the primary age range, including successful support of children with a range of SEND and those eligible for pupil premium funding. • Leading workshops and meetings for staff and parents. • Experience of working with parents to ensure best possible outcomes for pupils. • Experience of monitoring teaching, learning and assessment that meets the needs of pupils with SEND and those eligible for pupil premium funding. • Experience of writing IEPs and provision maps. 	<ul style="list-style-type: none"> • Experience of being an Inclusion/SEN/Pupil Premium Leader.
Knowledge, skills and understanding	<ul style="list-style-type: none"> • A thorough knowledge and understanding of the SEND Code of Practice. • Knowledge of the National Curriculum and EYFS curriculum. • An understanding of the challenges facing primary education and SEND provision. • Ability to articulate and demonstrate the characteristics of effective planning, learning, teaching and assessment 	<ul style="list-style-type: none"> • Knowledge of how to interpret and track pupil progress to accelerate progress and raise pupil attainment.

	<p>strategies used to support pupils with SEND and those eligible for pupil premium funding.</p> <ul style="list-style-type: none"> • Knowledge of how ICT can be used to support children with SEND. • Ability to teach good or better lessons consistently, over time. 	
Leadership	<ul style="list-style-type: none"> • Ability to provide a clear vision and direction for the development of inclusive practice. • Commitment to promoting an environment where all children will maximise and achieve their potential. • Ability to liaise with all stakeholders, including education and medical professionals, governors and parents. • Ability to evidence impact of interventions and strategies used to support pupils. 	<ul style="list-style-type: none"> • Leading the performance appraisal of staff. • Already in a senior leadership role in a school.
Personal attributes	<ul style="list-style-type: none"> • Ability to maintain high levels of confidentiality. • Approachable, accessible and flexible. • Ability to remain calm and focused under pressure. • Ability to prioritise and work well using your initiative. • Excellent communication skills. • Ability to listen and be present for children and colleagues. 	