



S.M.I.T.H

Safe, Motivational, Inclusive, a Team and Happy

INCLUSION MANAGER – PERSON SPECIFICATION

Full Time – Permanent Position

Teaching Responsibility: 0.4 FTE

Salary: Leadership Scale 1–5 (to be negotiated)

Role: Inclusion Manager – SENCO & Key Stage Phase Lead

The successful candidate will also be a member of our school's safeguarding team.

Training and qualifications	Essential	Desirable	Source
Qualified teacher status	E		A
Relevant Degree	E		A
National Award for SEN Coordination (NASENCO) or equivalent qualification	E		A
Professional development / CPD directly relevant to the role of Inclusion Manager, SENCO and phase leadership	E		A
Evidence of continuing and recent professional development relevant to the post, including current national and local initiatives	E		A
Training in safeguarding / child protection		D	A
Training or understanding of positive behaviour management and inclusive practice	E		A

Experience	Essential	Desirable	Source
A successful track record as a teacher in a primary school, particularly supporting pupils with SEND	E		A/I/R
Experience of teaching across more than one primary school or phase		D	A/I
Experience of teaching pupils with ASC and a range of additional needs	E		A/I
Experience of leading and coordinating provision for pupils with SEND across a school	E		A/I/R
Experience of adapting curriculum, teaching and provision to meet diverse needs and securing effective deployment of support staff	E		A/I/R
Experience of working effectively with parents/carers to support SEND pupil welfare, inclusion and achievement	E		A/I/R
Experience of evaluating, implementing and reviewing EHCP provision and statutory requirements	E		A/I/R
Experience of chairing and reviewing statutory Annual Review processes for EHCPs	E		A/I/R
Track record of successful team leadership and improvement in outcomes for pupils	E		A/I/R
Experience of working effectively within the SEND Code of Practice and wider SEND legislation/guidance	E		A/I/R

Effective collaboration with external agencies and professional services	E		A/I/R
Experience of leading a Key Stage/Phase and supporting high-quality teaching, learning and outcomes	E		A/I/R
Experience of middle leadership with responsibility for whole-school or cross-school development	E		A/I/R
Experience of contributing to safeguarding practice and working as part of a safeguarding team	E		A/I/R
Evidence of successful pupil achievement, inclusion and improved outcomes	E		A/I/R

Knowledge and Understanding	Essential	Desirable	Source
Outstanding classroom practitioner, evidenced through pupil progress/outcomes and performance feedback	E		A/I/R
Comprehensive knowledge of SEND, inclusion and effective teaching strategies to help all children achieve	E		A/I
Strong knowledge of effective teaching and learning, pedagogy, assessment and curriculum adaptation	E		A/I
Knowledge of statutory SEND processes, EHCPs, Annual Reviews and appropriate record keeping	E		A/I
Knowledge of safeguarding and child protection, including the role of the DSL and wider safeguarding team	E		A/I
Data-informed and able to use assessment and other evidence to identify need, evaluate provision and improve outcomes	E		A/I
Knowledge of coaching, supporting staff and championing professional development and inclusive practice	E		A/I

Personal Qualities and Skills	Essential	Desirable	Source
Commitment to the philosophy and ethos of the school.	E		A/I
Outstanding communicator	E		A/I
Outstanding interpersonal skills	E		A/I
Team player – empathetic to the needs of the school, able to challenge and support	E		A/I
Strategic, able to balance long-term and short-term goals	E		A/I
Professional	E		A/I/R
Ability to motivate	E		A/I
Ability to meet deadlines/manage time	E		A/I
Creativity; able to think 'outside the box'.	E		A/I
Energy, enthusiasm and a sense of humour	E		A/I
Resilient	E		A/I
Ability to maintain a positive ethos and have high expectations.	E		A/I
Willingness to become involved in wider School initiatives and activities.	E		A/I/R

ICT literate	E		A/I
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