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| **POST TITLE: INCLUSION MANAGER** | **Essential** | **Desirable** |
| **General Qualifications & Training** | | |
| Five GCSEs including English & Mathematics at Grade C (or equivalent Level 2) / evidence a good standard of literacy / numeracy | ü |  |
| Relevant qualification for Teaching Assistants at Level 3 or above (or equivalent) | ü |  |
| Previous training on the relevant learning strategies, e.g. literacy, ASD, ADHD etc. | ü |  |
| Commitment to attend appropriate training and development, taking ownership of personal development and being willing to pursue development opportunities | ü |  |
| **Experience** | | |
| Experience of working with primary age children in any setting including those with SEND | ü |  |
| Experience of completing paperwork to a high standard, as part of the graduated response | ü |  |
| Experience of setting SMART targets to meet individual pupils’ needs. | ü |  |
| Experience of working with children with autism in any setting | ü |  |
| Training in relevant learning strategies e.g. literacy and/or particular curriculum or learning area such as bilingual, sign language, dyslexia, ICT, maths, English etc. |  | ü |
| General understanding of national/foundation stage curriculum and other basic learning programmes | ü |  |
| Recent relevant experience of an educationally inclusive environment | ü |  |
| Experience of working in a school environment | ü |  |
| An understanding of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. | ü |  |
| **Skills, Knowledge & Aptitudes** | | |
| Able to remain calm under pressure | ü |  |
| Ability to provide staff development of adaptive practice e.g. sharing knowledge of how to adapt resources, lessons to best meet specific pupil needs, based on professional recommendations | ü |  |
| Ability to plan and prepare lessons |  | ü |
| Knowledge of a range of strategies to support pupils with SEND, promoting an inclusive setting | ü |  |
| Ability to direct and lead the work of Teaching Assistants to support learning and teaching within the classroom | ü |  |
| Ability to identify training needs for Teaching Assistants |  | ü |
| Ability to monitor pupils’ progress, providing feedback to teachers and pupils, whilst maintaining and analysing accurate records | ü |  |
| Basic knowledge and ability in use of standard Microsoft office software applications such as Word, Excel, email and internet | ü |  |
| Commitment to the promotion of positive values, attitudes and behaviour | ü |  |
| Knowledge of SEN code of practice and Statutory Frameworks relating to SEND | ü |  |
| Ability to prepare for and lead meetings professional | ü |  |
| **Personal Attributes** | | |
| A mature and flexible outlook with a ‘can-do’ attitude | ü |  |
| Excellent oral and written communication skills | ü |  |
| Well-developed interpersonal skills - able to deal effectively with a wide range of people at all levels | ü |  |
| Discrete when dealing with sensitive and / or confidential matters | ü |  |
| Excellent time management / prioritisation skills | ü |  |
| Able to engage, interest and motivate young people | ü |  |
| Able to work independently and as part of a team | ü |  |
| Listens to others’ points of view, seeks feedback and deals with it constructively, shares knowledge and good practice, adaptable to change for improvement. | ü |  |
| **Other Requirements** |  |  |
| A pragmatic ‘can-do’ and flexible approach to tasks with an ability to ensure work is completed to the appropriate standards required. | ü |  |
| A good sense of humour and perspective | ü |  |
| No serious health problem which is likely to impact upon job performance  (which cannot be accommodated by reasonable adjustments) | ü |  |
| Full driving licence |  | ü |
| Appointment of the successful applicant will be subject to satisfactory DBS disclosure at an enhanced level (further information can be found at www.disclosure.gov.uk). | ü |  |
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