

## **Inclusion Lead/SEND/CO - Person Specification**

### **1. Qualifications**

#### Essential

- Have a recognised degree from an accredited university, and a PGCE, QTS or other internationally recognised teaching qualification.

#### Desirable

- Recent recognized SEND/SEN Coordinator Qualification or a willingness to complete within an agreed time-frame following appointment.
- Recognised qualification for Examination Access Arrangements e.g..Level 7 Access Arrangements Assessor or willingness to complete within an agreed time following appointment.

### **2. Experience**

#### Essential

- Successful teaching experience working with students on intervention programmes
- 3 – 5 years' experience in leading/coordinating SEND provision and supporting students with special educational needs and disabilities.
- Experience of involvement in self-evaluation and development planning.
- Experience in leading and/or being involved in a range of school-related extra-curricular activities.

#### Desirable

- Recent professional development and training in SEND
- Experience of working with Primary colleagues with responsibilities for SEND students in a Primary school.
- A working knowledge of or familiarity with relevant school awards e.g. Inclusion Quality Mark.

### **3. Skills and Knowledge**

#### Essential

- A sound knowledge of recent developments in inclusion and special needs provision.
- Ability to help to develop a curriculum and teaching approaches which are sensitive to the needs of all students.
- An understanding of, and support for, an inclusion model of SEN provision.
- Familiarity with the Cayman Islands/relevant international SEND Code of Practice.
- Ability to effectively lead a team, if required.
- Model good practice in the classroom – be an imaginative and able teacher with ability to relate well to students with additional needs.
- Effective time management, communication and interpersonal skills.
- Ability to build effective working relationships with students and staff.
- Ability to liaise successfully with parents and external agencies.
- To manage budget and be responsible for the efficient and effective use of resources.
- Ability to professionally mentor and develop staff.
- To chair Annual Review meetings.
- To produce individual and group reports.
- To keep accurate records.
- Ability to plan and evaluate interventions.
- Data analysis skills and the ability to use data to inform student progress and provision planning.
- Have a secure knowledge and understanding of good practice in teaching, learning and the effective use of assessment to improve learning.
- Be proficient in using Microsoft Office/Office 365 products.
- Have an excellent knowledge of Safeguarding and Child Protection good practice with recent, relevant training.

#### Desirable

- Experience with SIMS would be an advantage.

#### **4. Personal Qualities**

#### Essential

- Be committed to Christ-centered values and beliefs.
- Be an excellent role model, exemplifying a high standard of teaching and professionalism at all times, and promoting high expectations for all members of the school community.
- To be interested in children as individuals, in how they learn and be committed to the inclusive values of the school.
- Ability to work hard with competing deadlines, prioritising appropriately, and maintaining a positive disposition.
- To believe in the importance of team work and a collaborative approach, and be able to build supportive working relationships with colleagues both within and outside the school
- Commitment to getting the best outcomes for SEN students and promoting the ethos and values of the school.
- Commitment to maintaining confidentiality at all times.
- Commitment to safeguarding and equality

#### Desirable

- A willingness to initiate curriculum and teaching/learning innovation, in particular for SEND students.