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| **HAYBROOK COLLEGE TRUST** |
| PERSON SPECIFICATION |  **Inclusion Manager** |
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| Key  | E= (Essential) D= (Desirable) A= (Application Form) I= (Interview process) |
| Qualifications | E | D | A | I |
| 1 | Qualified Teacher status |  | ✓ | ✓ | ✓ |
| 2 | Additional SEN qualification |  | ✓ | ✓ |  |
| 3 | Current driving licence | ✓ |  | ✓ |  |
| Successful and Substantial Experience of: | E | D | A | I |
| 4 | Managing the learning of pupils with challenging behaviour working in either a special school or in a mainstream setting | ✓ |  | ✓ | ✓ |
| 5 | Working as part of a Leadership Team for at least 2 years |  | ✓ | ✓ | ✓ |
| 6 | Challenging underperformance at all levels and ensure effective corrective action and follow up | ✓ |  | ✓ |  |
| 7 | Working collaboratively with a range of schools in a locality |  | ✓ | ✓ | ✓ |
| 8 | Working effectively in partnership with parents, carers and outside agencies | ✓ |  | ✓ | ✓ |
| 9 | Leading and managing strategic change within a school setting |  | ✓ | ✓ | ✓ |
| Knowledge and UnderstandingAble to evidence and apply up to date secure knowledge and understanding of: | E | D | A | I |
| 10 | Recent education and SEND developments, initiatives, legislation and how they may impact on Millside School | ✓ |  | ✓ |  |
| 11 | School evaluation and school development planning to secure effective teaching and learning and raising standards |  | ✓ | ✓ |  |
| 12 | A range of effective teaching methods and strategies with students with challenging behaviour |  | ✓ | ✓ |  |
| 13 | Have a range of strategies to improve attendance including the experience of working with partner agencies | ✓ |  | ✓ | ✓ |
| 14 | Have a working knowledge of Arbor MIS and its attendance applications |  | ✓ | ✓ |  |

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| Skills | E | D | A | I |
| 15 | Working on own initiative and prioritising workload, anticipating and meeting deadlines around Millside School priorities and timescales and to manage a complex workload | ✓ |  | ✓ | ✓ |
| 16 | Working closely with the Head of Millside School to lead on the strategic direction and development of the school | ✓ |  | ✓ |  |
| 17 | Communicating clearly, calmly and professionally in the English language, both verbally and in writing with all children or adults | ✓ |  | ✓ | ✓ |
| 18 | Dealing with a variety of challenging clients in a calm and professional manner and to successfully build constructive relationships with colleagues, parents, other educational establishments and external agencies | ✓ |  | ✓ | ✓ |
| 19 | Presenting information and contributing effectively at meetings | ✓ |  | ✓ |  |
| 20 | Demonstrating enthusiasm, initiative and commitment to ensure that good practice is embedded across Millside School. | ✓ |  | ✓ | ✓ |
| Leadership and Management Skills | E | D | A | I |
| 21 | Able to efficiently lead, manage and motivate a team including organisation and supervision of day to day work and performance management and be skilled at relationship management | ✓ |  | ✓ |  |
| 22 | Ability to analyse and interpret data in order to inform school improvement | ✓ |  | ✓ |  |
| 23 | Understanding of budget/financial management within a special school setting. |  | ✓ | ✓ |  |
| 24 | Able to respond to a wide range of complex queries and use high-level decision-making skills and able to solve problems analytically | ✓ |  | ✓ |  |
| Personal AttributesAble to consistently demonstrate evidence of: | E | D | A | I |
| 25 | Consistently demonstrating the behaviours expected by virtue of being a person in a position of trust | ✓ |  | ✓ | ✓ |
| 26 | To be able to show resilience and be able to maintain a sense of humour and proportion within a challenging environment | ✓ |  |  | ✓ |
| 27 | Reliability and integrity | ✓ |  |  | ✓ |
| 28 | Being committed to maintaining a healthy work life balance for oneself and that of others | ✓ |  |  | ✓ |
| 29 | A genuine concern to secure the educational progress of pupils irrespective of their ability, or ethnic, cultural or social background  | ✓ |  | ✓ |  |
| 30 | Being suitable to work with children and able to always maintain appropriate professional boundaries between oneself and children and other work colleagues | ✓ |  | ✓ | ✓ |