

**WALBOTTLE CAMPUS – Person Specification**  
**Inclusion Coordinator TLR 2a [2b from 1 Sep 14]**

<b>Category</b>	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• Degree/Equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>• Further professional qualification, evidence of further study.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Knowledge of leadership and management strategies.</li> <li>• Teaching KS3, KS4 and KS5 within subject area.</li> <li>• Knowledge of the Inclusion agenda and how this impacts on students.</li> <li>• In-depth knowledge of the Inclusion agenda including experience within their own department of implementing strategies with these students.</li> <li>• Consistent record of raising standards.</li> <li>• Leading/promoting Independent Learning.</li> <li>• Experience of coaching/mentoring teachers.</li> <li>• Evidence of consistently good/outstanding teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leadership and management</li> <li>• Successful management of change.</li> <li>• Leading creatively.</li> <li>• Knowledge/experience of monitoring and evaluating staff and student performance.</li> <li>• Knowledge/record of managing and promoting Gifted and Talented curriculum development.</li> <li>• Knowledge and understanding of the whole school curriculum, particularly Gifted and Talented provision.</li> <li>• Knowledge and understanding of the options process and planning.</li> <li>• Evidence of delivery of CPD for other staff.</li> <li>• Knowledge and understanding of SEN including national frameworks.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Relevant CPD over last three years.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge/Experience of planning, supporting and leading professional development for teaching and/or support staff.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Ability to communicate effectively orally and in writing.</li> <li>• Ability to use a wide range of ICT both inside and outside the classroom.</li> <li>• Ability to form good relationships with parents, adults and students.</li> <li>• Ability to work collaboratively within a team and when necessary, resolving conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• Proven strong teaching, leadership and management skills.</li> <li>• Good time Management.</li> <li>• Proven ability to create conditions for sustained improvement.</li> <li>• The ability to use ICT creatively to promote student engagement and achievement.</li> <li>• The ability to develop relevant subject based</li> </ul>

	<ul style="list-style-type: none"> <li>• The ability to interpret and use data as a tool for school improvement.</li> </ul>	data management tools.
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Sense of humour and perspective</li> <li>• Enthusiastic and inspires others.</li> <li>• Approachable.</li> <li>• The ability to be a positive team member as well as team leader.</li> </ul>	
<b>Knowledge and Competence</b>	<p>To demonstrate:</p> <ul style="list-style-type: none"> <li>• Developed understanding of new and emerging technologies to support learning and teaching.</li> <li>• Strategies for ensuring inclusion and diversity</li> <li>• Knowledge of Self review and evaluation procedures [whole school/departmental/year].</li> <li>• Identification and intervention strategies which ensure student achievement.</li> </ul>	<p>To demonstrate:</p> <ul style="list-style-type: none"> <li>• Understanding of strategic Development Planning Process</li> <li>• Strategies for raising achievement and achieving excellence.</li> <li>• Sound knowledge of current national policies.</li> <li>• Experience of Self review and evaluation procedures [whole school/ departmental/ year].</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>• The use of a range of evidence to support, monitor, evaluate and improve aspects of school life, including challenging poor performance.</li> <li>• Combination of the outcomes of regular school self review with external evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>• The use of performance management to support, monitor, evaluate and improve aspects of school life, including challenging poor performance.</li> <li>• Understanding and experience of the work of the school governors.</li> </ul>
<b>Other Qualities</b>	<ul style="list-style-type: none"> <li>• Inspire, challenge, motivate and empower others to carry the vision forward.</li> <li>• Model the vision and values of the school.</li> <li>• Demonstrate personal enthusiasm for and commitment to the learning process.</li> <li>• Access, analyse and interpret information.</li> <li>• Resilience.</li> <li>• Loyalty to the Leadership Team and the Governing Body.</li> </ul>	