



Person Specification: Leading Practitioner for Inclusion

Person Specification

The criteria below set out the qualifications, experience, knowledge, skills and personal qualities required to perform the role of Leading Practitioner for inclusion effectively. Assessment will be through application, interview, references and other appropriate selection activities, in line with safer recruitment practice.

Requirements	Essential	Desirable
Qualification and professional status	<p>Qualified Teacher Status.</p> <p>Relevant continuing professional development in teaching, leadership and inclusion.</p>	NPQSENCO or equivalent
Experience & Skills	<p>Able to demonstrate vision and strategic leadership of inclusion</p> <p>Ability to lead and support other staff across the school which impacts on standards and achievements for inclusion</p> <p>Proven experience in the implementation, modification and development of the curriculum for all pupils</p> <p>Ability to plan, teach and adapt lessons at short notice where there may be little or no pupil information</p> <p>Ability to use ICT confidently and creatively</p> <p>Ability and willingness to work collaboratively and supportively within the school team, making positive contributions to assessment and the School Improvement Plan</p>	Experience of leadership in more than one school setting

<p>Knowledge and understanding</p>	<p>Secure knowledge of effective teaching, curriculum planning and assessment across a broad age and ability range.</p> <p>Strong understanding of inclusive practice and barriers to learning in a hospital setting.</p> <p>Sound knowledge of safeguarding responsibilities and statutory requirements.</p> <p>Understanding of school improvement, self-evaluation and evidence-informed practice.</p> <p>Knowledge of the professional duties and responsibilities of teachers.</p> <p>A belief in pupil centred, personalised learning with an ability to engage, challenge and have high expectations of children with medical needs</p> <p>Secure knowledge of how to implement interventions effectively</p>	<p>Knowledge of education within healthcare or multi-site provision.</p> <p>Knowledge of current inclusion legislation & medical needs education</p> <p>Led external training to increase understanding of Hospital Education and/or inclusion support/practice</p>
<p>Abilities</p>	<p>Ability to model high-quality teaching and promote high expectations.</p> <p>Strong leadership, organisational and prioritisation skills.</p> <p>Excellent communication and interpersonal skills when working with pupils, families, colleagues, schools and hospital teams.</p> <p>Ability to analyse information, identify priorities and contribute to strategic development.</p> <p>Ability to support and develop colleagues through coaching, feedback and professional dialogue.</p> <p>Ability to work flexibly across sites and respond professionally in a dynamic environment.</p>	<p>Experience of working across multiple sites or services.</p>

	<p>An ability to both provide a caring, cooperative atmosphere for pupils whilst also creating a challenging and effective learning environment.</p> <p>Confidence and sensitivity interacting and working alongside staff, parents, carers and children in stressful environments</p>	<p>Proven success in supporting staff in challenging circumstances</p> <p>Experience of leading EHCP processes alongside families & Local Authorities</p>
Relationships	<p>Ability to create and maintain effective links with mainstream schools, NHS, local authority, national and international organisations</p> <p>An understanding of the need for confidentiality</p> <p>Ability to lead and bring others on board</p>	
Leadership and management	<p>Ability to contribute to the leadership team and the delivery of the School Improvement Plan.</p> <p>Ability to support the deployment, development and accountability of teaching and support staff.</p> <p>Ability to maintain effective systems, communication and day-to-day organisation across provision.</p> <p>Ability to contribute to monitoring, evaluation and reporting on outcomes.</p>	<p>Experience of deputising for senior leaders or leading a phase, site or key area of provision.</p>
Safeguarding and professional conduct	<p>Commitment to safeguarding and promoting the welfare of children and young people.</p> <p>Commitment to equality, diversity and inclusion, treating all pupils, families and colleagues with dignity and respect.</p> <p>High standards of integrity, confidentiality, attendance, punctuality and professional conduct.</p>	<p>Experience of contributing to safeguarding leadership or multi-agency processes.</p>

Personal qualities	Resilient, adaptable and calm under pressure. Committed to high standards, inclusion and improving outcomes for children and young people. Reflective, collaborative and solution-focused.	Experience of working in complex or fast-changing environments.
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Safeguarding Statement

The Children’s Hospital School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All appointments will be subject to appropriate safeguarding and pre-employment checks, including an enhanced DBS check, online checks, satisfactory references, verification of qualifications, medical fitness, right to work in the UK and, where applicable, prohibition checks. The school is committed to safer recruitment practice and to fostering a culture of vigilance, inclusion and professional accountability.