

Person Specification – Director of Inclusion and Education

| Qualifications and Professional Status | Essential | Desirable |
|--|-----------|-----------|
| Qualified Teacher Status (QTS) | ✓ | |
| Degree or equivalent professional qualification | ✓ | |
| Evidence of ongoing, relevant professional development | ✓ | |
| NPQH, NPQEL or equivalent senior leadership qualification | ✓ | |
| Specialist SEND or inclusion qualification | | ✓ |
| Ofsted inspector experience or training | | ✓ |
| Leadership Experience | Essential | Desirable |
| Significant senior leadership experience (HT, EHT or Trust-level) | ✓ | |
| Proven track record of successful school improvement | ✓ | |
| Experience of coaching and mentoring senior leaders | ✓ | |
| Experience across multiple schools or a MAT | | ✓ |
| Experience leading rapid or targeted intervention | | ✓ |
| Experience contributing to system or regional leadership | | ✓ |
| Inclusion and SEND Expertise | Essential | Desirable |
| Deep, applied understanding of SEND and inclusive practice | ✓ | |
| Proven impact on outcomes for pupils with SEND and vulnerable groups | ✓ | |
| Strong knowledge of SEND statutory framework and graduated response | ✓ | |
| Commitment to equity, inclusion and reducing barriers to learning | ✓ | |
| Formal SEND leadership experience at Trust or LA level | | ✓ |
| Experience working closely with external agencies | | ✓ |
| Experience leading SEND inspections or reviews | | ✓ |

| Curriculum, Teaching and Learning | Essential | Desirable |
|--|------------------|------------------|
| Strong understanding of curriculum design and pedagogy | ✓ | |
| Evidence-informed approach to teaching and assessment | ✓ | |
| Ability to secure high-quality teaching across diverse contexts | ✓ | |
| Experience leading Trust-wide curriculum initiatives | | ✓ |
| Subject or phase specialism | | ✓ |
| Data, Evaluation and Accountability | Essential | Desirable |
| Strong data literacy and ability to use data diagnostically | ✓ | |
| Ability to evaluate impact and drive improvement | ✓ | |
| Experience reporting to governors or trustees | ✓ | |
| Experience designing Trust-wide data frameworks | | ✓ |
| Skills and Professional Attributes | Essential | Desirable |
| Clear, confident and disciplined communication | ✓ | |
| Ability to hold leaders to account with professionalism and empathy | ✓ | |
| Strong relationship-building and influencing skills | ✓ | |
| Strategic thinking combined with operational credibility | ✓ | |
| Experience representing an organisation externally | | ✓ |
| Values and Leadership Behaviours | Essential | Desirable |
| Alignment with Trust values and leadership behaviours | ✓ | |
| Commitment to inclusive, ethical and people-centred leadership | ✓ | |
| Courage to challenge, improve and lead change | ✓ | |
| Future-focused mindset with capacity to build sustainable systems | ✓ | |
| Safeguarding | Essential | Desirable |
| Clear commitment to safeguarding and promoting the welfare of children | ✓ | |
| Willingness to undertake all required safeguarding checks | ✓ | |
| Current and up-to-date training as DSL and Safer-Recruitment | ✓ | |