

Person Specification – Director of Inclusion and Education

| Qualifications and Professional Status | Essential | Desirable |
|--|-----------|-----------|
| Qualified Teacher Status (QTS) | ✓ | |
| Evidence of ongoing, relevant professional development | ✓ | |
| NPQH completed or currently working towards | | ✓ |
| Postgraduate qualification or further professional study | | ✓ |
| Leadership Experience | Essential | Desirable |
| Significant senior leadership experience within a primary school or MAT | ✓ | |
| Proven track record of successful school improvement | ✓ | |
| Experience of strategic planning, implementation and evaluation | ✓ | |
| Experience of leading and developing senior and middle leaders | ✓ | |
| Experience of working effectively with governors or trustees | ✓ | |
| Experience of working across more than one school or within a MAT | | ✓ |
| Experience or understanding of line managing early years/nursery provision | | ✓ |
| Experience of contributing to system or trust-wide leadership | | ✓ |
| Curriculum, Teaching and Learning | Essential | Desirable |
| Secure understanding of effective primary teaching and learning, including nursery and early years provision | ✓ | |
| Strong knowledge of curriculum design, sequencing and progression | ✓ | |
| Evidence-informed approach to teaching and assessment | ✓ | |
| Ability to secure consistently high-quality teaching across the school | ✓ | |
| Strong understanding of the Early Years Foundation Stage (EYFS) framework and effective early years pedagogy | ✓ | |
| Experience of working with trust-wide curriculum models or initiatives | | ✓ |

| Inclusion, SEND and Safeguarding | Essential | Desirable |
|--|------------------|------------------|
| Strong commitment to inclusive practice and equity for all pupils | ✓ | |
| Knowledge of SEND statutory requirements and effective graduated response | ✓ | |
| Proven impact on outcomes for pupils with SEND and vulnerable groups | ✓ | |
| Strong understanding of safeguarding and child protection requirements | ✓ | |
| Experience of leading or contributing to safeguarding culture and practice | ✓ | |
| 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 contributing to trust-wide evaluation or QA processes | | ✓ |
| Leadership Behaviours and Professional Attributes | Essential | Desirable |
| Alignment with CPP values and leadership behaviours | ✓ | |
| Demonstrates accountability, integrity and professional credibility | ✓ | |
| Courage to challenge, improve practice and lead change | ✓ | |
| Inclusive, people-centred leadership style | ✓ | |
| Future-focused mindset with ability to build sustainable systems | ✓ | |
| Strong communication and relationship-building skills | ✓ | |
| Resilience, adaptability and commitment to ongoing professional learning | ✓ | |