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| **POST TITLE: Inclusion Support Assistant** | **Essential** | **Desirable** |
| **General Qualifications & Training** | | |
| 5 GCSEs including English & Maths at Grade C (or equivalent) | ✓ |  |
| Other relevant qualifications eg National Vocational Qualifications in a relevant discipline |  | ✓ |
| Evidence of a good standard of literacy/numeracy and a commitment to life-long learning | ✓ |  |
| Commitment to attend appropriate training and development, taking ownership of personal development and being willing to pursue development opportunities | ✓ |  |
| **Experience** | | |
| Relevant experience ideally within a secondary school-based setting | ✓ |  |
| Experience of working with a wide variety of students with SEND | ✓ |  |
| Experience of administrative and referral processes relating to SEND and Inclusion | ✓ |  |
| Training in relevant learning strategies e.g. literacy and/or particular curriculum or learning area such as bilingual, sign language, dyslexia, ICT, maths, English, CACHE etc |  | ✓ |
| General understanding of national curriculum and other basic learning programmes | ✓ |  |
| An awareness of policies and procedures relating to child protection, code of practise, health, safety and security, confidentiality and data protection. | ✓ |  |
| Good understanding of child development and learning processes | ✓ |  |
| **Skills, Knowledge & Aptitudes** | | |
| Good working knowledge of SEND, including relevant policies / codes of practice and awareness of relevant legislation | ✓ |  |
| Able to remain calm under pressure. | ✓ |  |
| Ability to work with minimum supervision at key times and to make simple decisions, in line with agreed procedures/policies e.g. prioritisation of work, appropriate release of sensitive information. | ✓ |  |
| Commitment to the promotion of positive values, attitudes and behaviour | ✓ |  |
| Excellent IT Skills with the ability to use school-based systems, email, the internet, and standard Microsoft Office software applications | ✓ |  |
| **Personal Attributes** | | |
| A flexible outlook with a ‘can-do’ attitude | ✓ |  |
| Good oral and written communication skills | ✓ |  |
| Good interpersonal skills - able to deal effectively with a wide range of people at all levels, relating well to children and adults | ✓ |  |
| Discrete when dealing with sensitive and / or confidential matters | ✓ |  |
| Takes ownership of personal development. Willing to pursue development opportunities. |  | ✓ |
| Able to adapt to changing priorities |  | ✓ |
| Able to engage, interest and motivate young people | ✓ |  |
| Work constructively as part of a team | ✓ |  |
| Listens to others’ points of view, seeks feedback and deals with it constructively, shares knowledge and good practice, adaptable to change for improvement | ✓ |  |
| **Other Requirements** |  |  |
| A pragmatic ‘can-do’ and flexible approach to tasks with an ability to ensure work is completed to the appropriate standards required | ✓ |  |
| A good sense of humour and perspective | ✓ |  |
| Good sickness/attendance record in current/previous employment  (not including absences resulting from disability) | ✓ |  |
| No serious health problem which is likely to impact upon job performance  (which cannot be accommodated by reasonable adjustments) | ✓ |  |
| Appointment of the successful applicant will be subject to satisfactory DBS disclosure at an enhanced level (further information can be found at www.disclosure.gov.uk). | ✓ |  |
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