|  |  |  |
| --- | --- | --- |
| **Complementary Education Service****Inclusion manager Person Specification** | Essential or desirable | **Method of assessment** |
| **Skills*** Ability to work effectively within a team environment, understanding classroom roles and responsibilities
* Ability to build and maintain effective working relationships with all pupils and colleagues
* Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate
* Ability to adapt own approach in accordance with pupil needs
* Ability to continually develop and extend own working practices
* Demonstrate the potential to contribute to the Senior Leadership Team
* Excellent personal numeracy and literacy skills
* Experience of working with pupils across key stage 3 and 4
* Ability to drive
 | **E****E****E****E****E****D****E****D****D** | **A/I****A/I****A/I****A/I****A/I****A/I****A/I****A****A/I** |
| **Knowledge and Understanding*** Working understanding of the national curriculum and other learning programmes (within specified age range including knowledge of core subject areas)
* Understanding of principles of child development, learning styles and independent learning
* To have a thorough understanding of safeguarding in relation to the education sector
* To be able to effectively use school-based systems and policies to monitor and support the safety and welfare all students and staff.
* Minimum 4 years’ experience of working with children in an educational setting (within specified age range/subject area)
* Working knowledge of “Keeping Children Safe in Education”
* Understanding of statutory frameworks relating to teaching and learning
* Understanding of inclusion, especially within a school setting
* Working knowledge of supporting and understanding of needs of pupils with a history of poor attendance
* Working knowledge of supporting and understanding of needs of pupils with defined health needs
 | **E****E****E****E****E****E****E****E****E****E** | **A/I****A/I****A/I****A/I****A/I****A/I****A/I****A/I****A/I****A/I** |
| **Professional Attributes** * To be able to demonstrate an understanding, awareness and empathy for the needs of the students within school and how these could be met
* To be a leader of Safeguarding by, through professional curiosity, reflective practice and supporting the welfare of students
* Readiness to take timely and effective action where required whilst acting under own initiative
* Be aware of own strengths and areas for development and listen to and reflect constructively and act upon as appropriate feedback from others
 | **E****E****E****E** | **A/I****A/I****A/I****A/I** |
| **Qualifications and Training*** NVQ III or equivalent in teaching assistance
* Willingness to participate in relevant training and development opportunities
* Additional qualification or evidence of CPD in special educational needs
* Evidence of appropriate professional development for the role of Designated Safeguarding Lead
* Evidence of continuing professional development and training relating to Safeguarding and Child Protection
 | **E****E****D****D****E** | **A****A/I****A/I****A/I****A/I** |
| **Experience*** Evidence of active involvement in working and collaborating with a range of external agencies and educational providers
* Experience of contributing to staff / team development
 | **E****D** | **A/I****A/I** |

|  |  |  |
| --- | --- | --- |
| **Professional Values and Practice*** High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements
* Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners
* Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work
* Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice
* Able to liaise sensitively and effectively with parents and carers, recognising role in pupils’ learning
* Able to improve their own practice through observations, evaluation and discussion with colleagues
 | **E****E****E****E****E****E** | **A/I****A/I****A/I****A/I****A/I****A/I** |