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| **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** |

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| **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** |