

Employee Specification Form

Listed below are the **personal attributes** required to fulfil the duties listed in the Job Description (MO3)

Post Number	
Job Title / School	Inclusion Champion HLTA, Cathcart Street Primary School
Department	Children & Young People's Services

Essential Personal Attributes	Stage Identified	Desirable Personal Attributes	Stage Identified
Qualifications			
<ul style="list-style-type: none"> Good standard of general education, including GCSE English and Maths (or equivalent) Higher Level Teaching Assistant Qualification (comparable alternative qualifications will be considered) Evidence of ongoing professional development related to inclusion, SEND, safeguarding, or pastoral support 	A A A/I	<ul style="list-style-type: none"> Specialist skills / training in curriculum or learning area, e.g. bilingual, sign language, ICT Team Teach trained First Aid Training as appropriate Training in specific intervention programmes (e.g., ELSA, Thrive, Nurture, Lego Therapy). 	A A A
Experience			
<ul style="list-style-type: none"> A minimum of two years' experience of working with children in an educational setting Experience supporting pupils with additional needs, including SEND, SEMH, or vulnerable groups Experience building positive relationships with families and external agencies Experience contributing to or delivering targeted interventions 	A/I A/I A/I	<ul style="list-style-type: none"> Experience supporting attendance, behaviour, or pastoral systems. Experience working with multi-agency teams (e.g., Early Help, CAMHS, Social Care). 	A/I A/I
Knowledge and skills			
<ul style="list-style-type: none"> Use ICT effectively to support learning Full working knowledge and experience of relevant policies / codes of practices or legislations. Working knowledge and experience of implementing national / foundation stage curriculum and other relevant learning programmes Good understanding of child development and learning processes Understanding of statutory frameworks relating to teaching Ability to organise, lead and motivate a team Constantly improve own practice / knowledge through self-evaluation and learning from others Ability to relate well to children and adults Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these roles Knowledge and understanding of inclusion within the classroom 	A/I A/I A/I A/A/ I A/I A/I A/I A/I A/I A/I		

Special Requirements			
<ul style="list-style-type: none"> • Ability to build trusting, respectful relationships with pupils, staff, and families. • Strong communication skills, both written and verbal, with the ability to adapt style for different audiences. • Ability to model inclusive, nurturing practice and support others to do the same. • Skilled at observing, identifying need, and contributing to appropriate support plans. • Ability to remain calm, solution focused, and emotionally regulated in challenging situations. • Strong organisational skills, with the ability to prioritise and manage a varied workload. • Warm, empathetic, and child centred approach 	A/I A/I I I A/I A/I A/I	<ul style="list-style-type: none"> • Any volunteer work both inside and outside of the school community • Understanding of trauma informed practice. 	A/I A/I