

## Person Specification –Specialist Inclusion Officer

Category	Essential	Desirable
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Ability to travel regularly between Trust schools</li> <li>• Capacity to work in a range of school environments (classrooms, intervention spaces, outreach work)</li> <li>• Ability to work directly with pupils, including 1:1 support where required</li> <li>• Resilience and stamina to respond to the demands of a mobile, multi-site role</li> </ul>	
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Minimum Level 3 Teaching Assistant qualification (or equivalent)</li> <li>• GCSE (or equivalent) in English and Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Educated to degree level.</li> <li>• Relevant SEND or inclusion-related qualification</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Significant experience supporting pupils with SEND in an educational setting (primary and/or secondary)</li> <li>• Experience working with pupils with complex needs (e.g. ASD, SEMH, communication needs)</li> <li>• Experience delivering targeted interventions and supporting individual learning programmes</li> <li>• Experience working collaboratively with teachers, SENDCos, and wider professionals</li> <li>• Experience of the role of a Teaching Assistant and in particular classroom organisation and management.</li> <li>• Experience of using ICT to advance pupils' learning, and experience of using common ICT tools for own and students' benefit.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience modelling or coaching effective classroom practice</li> <li>• Experience of working within a specialist setting.</li> </ul>

	<ul style="list-style-type: none"> <li>• Have experience of or demonstrate the ability to guide others in practice.</li> </ul>	
<b>Training</b>	<ul style="list-style-type: none"> <li>• Willing to participate fully in all relevant training, including training to support the postholder in their safeguarding responsibilities.</li> <li>• Evidence of ongoing professional development in SEND and inclusive practice</li> <li>• Training in key areas such as behaviour support, de-escalation strategies, and communication approaches (e.g. ASD strategies)</li> <li>• Safeguarding training Level 1</li> </ul>	<ul style="list-style-type: none"> <li>• MAPA or equivalent</li> <li>• Attention Autism, ELSA, ALD or other relevant SEND training.</li> </ul>
<b>Special Knowledge</b>	<ul style="list-style-type: none"> <li>• Good understanding of SEND and inclusive practice within schools</li> <li>• Knowledge of strategies to support pupils with a range of needs, including cognition and learning, communication and interaction, and SEMH</li> <li>• Awareness of EHCPs and how provision is implemented in practice</li> <li>• Understanding of adaptive teaching and scaffolding approaches</li> <li>• Awareness of barriers to learning and strategies to promote engagement and progress</li> <li>• Understanding of multi-agency working and the role of external professionals</li> <li>• Understanding of safeguarding children and the boundaries between adults and children in a school setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the SEND Reforms and the impact this may have.</li> <li>• Knowledge of SEND Code of Practice.</li> </ul>
<b>Legal Requirements</b>	<ul style="list-style-type: none"> <li>• Enhanced Criminal Records Bureau Check confirming the appointee is not on the Children's Barred list.</li> <li>• This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement for the role.</li> </ul>	

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|  | <ul style="list-style-type: none"><li>• Inline with KCSIE an online search will be carried out for all shortlisted candidates.</li></ul> |  |
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**Shireland Collegiate Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.**