

Person specification – Inclusion Support Worker		
Criteria	Essential	Desirable
<i>Knowledge</i>	<ul style="list-style-type: none"> - How to effectively and proactively communicate with children and young people. - How to present a professional, reliable, and supportive approach to parents and students - Knowledge of the National Curriculum - Knowledge of safeguarding processes and procedures 	<ul style="list-style-type: none"> - Processes with Specialist and/or primary school settings or similar
<i>Experience</i>	<ul style="list-style-type: none"> - Experience of working with children - Understanding of inclusion, making curriculums accessible to students with SEN - Working 121 with young people who have additional needs 	<ul style="list-style-type: none"> - Experience of working 1-1 with children who have Autism. - Experience of working as a Teaching Assistant or similar within a Primary school - Pastoral roles or engagement and support based school or similar roles
<i>Skills and abilities</i>	<ul style="list-style-type: none"> - To be thorough and pay attention to details. - The ability to work well with others. - The ability to work on your own. - To be flexible and open to change - Ability to communicate well with both students and staff. - Good written and oral skills 	<ul style="list-style-type: none"> - Good sense of humour and a team spirit
<i>Personal attributes</i>	<ul style="list-style-type: none"> - To be sensitive and understanding - Trustworthy - Excellent communication skills - Punctual and reliable 	<ul style="list-style-type: none"> - Flexibility – occasionally working hours may change e.g., for parents evening

<i>Qualifications</i>	<ul style="list-style-type: none"> - 5 GCSE grades, including grade C or above in English and Mathematics, or equivalent qualifications and relevant experience. - Full UK driving license 	<ul style="list-style-type: none"> - Paediatric or other First Aid qualifications - Safeguarding knowledge - Completion of Teaching Assistant or similar qualifications - Qualifications for working with students with Autism. - Positive approach to gaining further qualifications
<i>Other requirements</i>	<ul style="list-style-type: none"> - Knowledge, understanding and commitment to safeguarding and promoting the welfare of students 	