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**Inclusion Support Programme Coordinator**

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| **Person Specification** |
| **Personal Qualities** | **Essential** |
| * Proactive and autonomous
* Well organised
* Patient and good humoured
* Effective presence with students
* Cope with a demanding workload
* Enthusiastic
* Respond calmly and resolve challenges
* Emotionally intelligent
* Team player
* Role model
* Committed to own professional development
* Professional demeanour and attire
* Self-reflective
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| **Desirable** |
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| **Knowledge & Skills** | **Essential** |
| * Level 2 Maths and English, or equivalent
* Significant and successful experience of working with children with challenging behaviour in an educational context
* Excellent management and organisational skills
* Able to prioritise time and tasks in order to meet deadlines and provide friendly and efficient service
* Development of systems to support others
* Good administrative skills
* Excellent interpersonal and communication skills
* Ability to work independently, using own initiative
* Ability to co-operate effectively as a team member and leader
* Ability to act promptly upon instruction
* Ability to communicate at all levels, both written and verbal (with senior managers, staff and outside agencies)
* Creative approach to problem solving
* Knowledge and application of behaviour management strategies
* Understand and comply with all school policies and procedures
* Basic ICT skills to include Microsoft Office and Web browsing
* An understanding of how to raise attainment in key identified areas
* Work creatively and imaginatively
* Good numeracy and literacy skills (Level 2 in English and Maths)
* Knowledge of the National Curriculum
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| **Desirable** |
| * A degree, or equivalent
* Teaching or school based experience
* QTS (the school can support candidates obtain a teaching qualification)
* Vocational education experience or experience in industry
* Experience of planning/implementing restorative programmes of study
* A qualification in behaviour management
* ICT programmes to include SIMS experience
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| **Specific Role Requirements** | **Essential** |
| * Recognise changes in mood and behaviour and implement appropriate strategies
* Maintain composure in volatile situations
* Connect with students who have difficulty in communicating their emotions
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| **Desirable** |
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| **Experience** | **Essential** |
| * Working with children
* Organising and managing an appropriate learning environment
* Monitoring student responses and adapting programmes
* Providing feedback and reports
* Using detailed knowledge and specialist skills to support learning
* Training colleagues
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| **Desirable** |
| * Awareness of current Health and Safety legislation and procedures
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| **Other** | **Essential** |
| * To demonstrate an understanding of the principles of inclusion and a commitment to inclusive education for all.
* To be passionate about inclusion
* A willingness to share information and expertise
* A commitment to ongoing personal development
* A flexible approach to accommodate the changing needs of the school
* A commitment to abide by and promote the schools Equal Opportunities, Health and Safety and Child Protection Policies
* Work in ways that promote equality of opportunity, participation, diversity and responsibility
* A professional responsibility to promote and safeguard the welfare of children and young people
* Willingness to undertake coaching of students and staff
* Be a role model in setting professional standards.
* The post holder will require an enhanced DBS check
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| **Desirable** |
| * Flexible approach to learning
* Someone to promote and champion an inclusive and creative approach to the delivery of education for more challenging students.
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**Date: .........................................................**

**Signed: .........................................................**