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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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **Desirable** |
| * Awareness of current Health and Safety legislation and procedures |
| **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 |
| **Desirable** |
| * Flexible approach to learning * Someone to promote and champion an inclusive and creative approach to the delivery of education for more challenging students. |

**Date: .........................................................**

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