



Person specification: Inclusion support mentor

Specification	Essential	Desirable
Relevant experience	<ul style="list-style-type: none"> • Experience of working with children of primary age • Experience of working with children with additional needs • Ability to plan effective actions for children at risk of underachieving • Able to demonstrate reflective practice • Able to use a range of ICT equipment to support learning including e learning programmes for children. • Experience of working in a relevant setting and across phases 	<ul style="list-style-type: none"> • Experience of working in a school/ educational setting • Experience of working with a range of support services/providers as part of multi-disciplinary and agency planning and interventions • Experience with managing time and differing workloads
Qualifications	<ul style="list-style-type: none"> • Good general level of education/training (NVQ level 3 or equivalent as a minimum) • GCSE (or equivalent) English and Maths Specialist skills/training in social, emotional, mental health related areas • Can work at NVQ 4 level overall 	<ul style="list-style-type: none"> • Further qualifications specifically in working with children with ASC or ADHD, or further mental health training.
Special skills and attributes	<ul style="list-style-type: none"> • Ability to use all Microsoft office packages to a proficient standard e.g. manipulate data in Excel programmes; prepare documents for external audiences. 	

	<ul style="list-style-type: none"> • Knowledge of policies and procedures relating to safeguarding, child protection, health, safety, security, equal opportunities and confidentiality. • Good ICT skills • Ability to exchange information both verbally and in writing with staff and parents. • 	
Personal qualities	<ul style="list-style-type: none"> • Ability to relate to young people and adults, understand their needs and respond accordingly. • Good influencing skills to encourage students to interact with others and be socially responsible. • The ability to work well in a team and independently • To have the capacity to develop knowledge in a specific area of educational need and to become a point of contact for that need. • Ability to work with students in setting targets and to support students and teaching staff in implementing and reviewing targets. • To be flexible and adaptable to meet the changing needs of the school 	