

**Person Specification**

**Appointment of Safeguarding & Inclusion Assistant**

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|  | Criteria | Essential/  Desirable | Evidence From |
| Qualifications and Experience | Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths | E  E | App  App |
| Evidence of training and or qualifications which reflect appropriate communication / education skills e.g. HLTA, NVQ level 3 or equivalent |
| **Experience** | Experience of working with young people in an educational setting | E  E  E  E  E | App/Ref  App/Ref  App  App / Ref / INT  App / Ref / INT |
| Ability to communicate calmly and effectively especially to young people, their families and other professionals. |
| Experience of working with young people with special educational needs and social, emotional and mental health needs. |
| Ability to plan, deliver and evaluate effective interventions which promote positive relationships and improve student outcomes. |
| Understanding of Keeping Children Safe in Education, SEN Code of Practice, Mental Health in young people and supporting young people with conduct disorders. |
| Knowledge and Skills | Knowledge and understanding of Safeguarding, Child Protection and special educational needs which may impact on the outcomes of individuals. | D  D | INT  INT / App. REF |
| Understanding of how to deal with complex family circumstances and how to diffuse potentially confrontational situations. |
| Skills and abilities | To be an excellent team player who is committed to being part of a highly performing team.  Outstanding behaviour management skills  Excellent communication and interpersonal skills with adults and young people  Flexibility to respond to rapidly changing situations.  Ability to work effectively with governors and outside agencies  Ability to exercise good judgment and make effective decisions  Well-developed ICT skills | E  E  E  E  E  E  D | INT  INT/Ref  INT/Ref/App  App/Ref  INT  App / INT  App |
| **Personal Qualities** | Enthusiasm and passion for the achievement and well-being of all pupils and the ability to communicate this to staff and pupils.  A reflective practitioner always seeking to improve performance.  Sensitivity, patience, and tact when dealing with confrontation and conflict.  Excellent organisational skills and high levels of self-motivation  Energy, self-confidence, resilience and the ability to ‘give more’ when the occasion demands it  Ability to work under pressure and to meet deadlines  The ability to maintain a sense of perspective in all working conditions  Record of good health, attendance and punctuality | E  E  E  E  E  E  E  E | INT  INT  INT/Ref  INT/App  INT/Ref  INT/Ref  Ref  INT/App  Ref  INT/App |