

This job description sets out the main duties of the post at the date it was drawn up. However, it is not

intended to be an exhaustive or definitive list. Such duties may vary from time to time without changing the

general character of the post or the level of responsibility entailed. Such variations are a common occurrence

and cannot themselves justify a reconsideration of the grading of the post. You may be required to carry out

other duties commensurate with your role.

Person specification

CRITERIA QUALITIES

Qualifications

and training

- English and Maths GCSE's at grade 4-9 (A\* - C) or equivalent.
- Relevant NVQ at level 2 or 3 e.g. Health and Social Care (Desirable)
- DSL (or willingness to complete it)
- Driving licence (Essential)
- Minibus licence (Desirable, relevant training will be provided)

Staffing Structure Review – Main Consultation 38

Experience • Evidence of being part of a successful team

- Ability to organise and manage their own time and workload effectively and flexibly
- Ability to be pro-active and creative in sourcing avenues of support for pupils and

families

- Experience of supporting pupils with SEMH, SLD, PMLD, ASC or in an Early Years

setting

- Experience of working in a school/special school
- Experience of using alternative means of communication e.g. signing, PECs,

communication aids etc.

Skills and

knowledge

- To be self-motivated, enthusiastic, creative, adaptable and solution focused
- Use own initiative as well as follow detailed instructions
- Be a car driver and with own car
- Communicate effectively with pupils and their families
- Ability to support parents and carers to improve outcomes for their children
- To be effective in facilitating parent groups and leading training events.
- Demonstrate good verbal and written communication skills
- Ability to work effectively with a range of professionals to share information and

improve outcomes for pupils

• Participate and effectively lead meetings with parents and other professionals ensuring

there is a clear agenda and outcomes from the meeting

- Proactive in getting to know our pupils and their families
- Awareness of Safeguarding procedures
- Knows of and how to implement the recommendations of 'Keeping Children Safe in

Education' (2021/2022) Statutory Guidance for Schools and Colleges

• Secure knowledge and understanding of best practice and procedures for safeguarding children and young people (Desirable)

- Has received training in Safeguarding and Child Protection (Desirable)
- Excellent IT skills
- Excellent time management and organisational skills
- Understanding of data protection and confidentiality

Personal

qualities

- Demonstrates empathy and a caring approach
- Communicates effectively

- Commitment to supporting and understanding pupil needs
- Commitment to upholding and promoting the ethos and values of the school
- Commitment to maintaining appropriate confidentiality at all times
- Commitment to safeguarding, equality, diversity, and inclusion