

PERSON SPECIFICATION

Inclusion Mentor

All the criteria below, both essential and desirable, will be assessed via your application form; further methods will be used to support this in the interview/selection stage should your application progress. Please refer to this document and the job description when completing your application, giving examples. A re-wording of the criteria listed will not guarantee an interview.

Method of Assessment: S - Scenario, I - Interview, P - Portfolio, T - Test, D – Documents

Qualifications and training

Method of Assessment – D, I

Essential:

- 5 GCSE A-C level or equivalent to include English and Maths
- A professional qualification in Education (examples may include HLTA or degree)

The New GCSE Grading System

- Grades 7-9 are equivalent to the old grades A and A*.
- The bottom of grade 7 aligns with the bottom of grade A.
- Grades 4-6 are equivalent to the old grades B and C.
- The bottom of grade 4 aligns with the bottom of grade C

Experience and knowledge

Method of Assessment – D, I, T

Essential:

- Minimum of two years recent experience of working in an education setting
- Experience of directly supporting learners with overcoming challenges in relation to inclusion and special educational needs, including behaviours that present in relation to social/emotional/mental health and needs arising from attachment disruption/trauma.
- Experience of liaising with multi-agency partners
- Experience of writing reports



- Administrative and IT skills
- Ability to interpret and analyse data eg in relation to an individual learner's attendance / behaviour.

Desirable:

- Experience of supporting learners at Key Stage 4 and into Key stage 5, including with vocational courses
- Experience of working with a broad age range of learners
- Experience of designing and delivering training
- Experience of planning and delivering projects

Specialist skills and abilities

Method of Assessment – I, S/T

Essential:

- Knowledge of the needs of learners with vulnerabilities and the factors that can affect their educational outcomes.
- Evidence of successfully delivering educational interventions to groups of learners
- Evidence of training that reflects a range of learning across subjects/tools related to supporting learners where there are inclusion challenges
- Knowledge and application of guidance, statutes and evidence-based approaches that support positive outcomes for our learners.
- Ability to work positively and collaboratively with children and their families, schools/settings and partners, hearing their voices and building these into creative inclusive solutions in the best interests of the children.
- Ability to supportively role model safe and positive practice to colleagues in education settings to help building of capacity.

Desirable:

- Knowledge and understanding of relevant policy and legislation eg for Inclusion and Special Educational Needs
- A comprehensive knowledge of other agency's roles and referral routes
- An understanding of Data Protection

Personal skills and attributes

Method of Assessment – I, T/S

Essential:

- Enthusiasm and commitment in relation to the importance of education and inclusion in the development of children and young people
- Excellent communication skills, written and verbal.



- An ability to manage own time and prioritise workload.
- A flexible and innovative approach to problem solving with an openness to change.
- Excellent personal organisation skills and a commitment to team working.

Desirable:

- An ability to interpret data and use it to identify themes/patterns for more strategic purposes.

Decision making impact and innovation

Method of Assessment–I, T/S

Essential:

- The ability to positively deliver key messages to school colleagues (eg class teacher, teaching assistant, pastoral and SENCO) and co-create action plans to support children and young people.
- Have a passion for equality and the ability to bring about change to protect children facing complex challenges.
- An ability to recognise and respond to situations that challenge equality of opportunity and raise issues with colleagues in a sensitive, and where necessary, assertive manner.

Special working conditions

Method of Assessment – I

Essential:

- Ability to work from home and in educational settings across the county on a regular basis, with the requirement to attend your primary work base as and when required.
- The post holder will ideally have a full driving licence and access to a suitable vehicle, or alternatively, must have the ability to travel to various locations to effectively carry out their duties as dictated by the needs of the business.
- Home broadband
- The ability to work as a lone worker.
- During a Pandemic, Epidemic or Major Incident or Emergency you may be asked to work from home or other location and on occasion to undertake duties that are not stated in your Job Description or Person Specification where there is a skill, competency, and experience match.

