

PERSON SPECIFICATION

SEND and Inclusion Advisor

All the criteria below, both essential and desirable, will be assessed via your application form; further methods will be used to support this at the interview/selection stage should your application progress. Please refer to this document and the job description when completing your application, giving clear 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:

- Qualified Teacher Status, equivalent recognised teaching qualification, or evidence of substantial successful teaching experience in mainstream, specialist or post-16 education settings.
- Evidence of relevant continuing professional development in SEND, inclusion, safeguarding, education legislation or evidence-informed practice.
- Secure understanding of graduated response, ordinarily available provision, reasonable adjustments and inclusive practice in mainstream education settings.

Desirable:

- Additional specialist qualification or accredited training linked to an area of SEND, inclusion, coaching, SEND and inclusion advisory practice or post-16 education.
- Training or experience linked to multi-agency working, outcomes planning or preparation for adulthood.

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, S

Essential:



- Significant successful teaching experience in mainstream, specialist or post-16 education settings, with evidence of applying this experience to improve inclusive practice and support children and young people with SEND.
- Strong knowledge of commonly occurring SEND and inclusion needs and practical strategies to remove barriers to learning.
- Experience of working with school leaders, SENCOs, teachers and support staff to improve inclusive practice and strengthen ordinarily available provision.
- Experience of observing children and young people in learning environments and translating findings into clear, practical advice.
- Knowledge of safeguarding, data protection, information governance and professional record keeping requirements.
- Understanding of multi-agency planning, statutory SEND processes, annual reviews and outcomes-focused practice.

Desirable:

- Experience of developing or delivering training, coaching, guidance materials or practical resources for education settings.
- Experience of contributing to service development, quality assurance, performance monitoring or improvement activity.
- Experience of working within locality-based, partnership or multidisciplinary delivery arrangements.

Specialist skills and abilities

Method of Assessment – I, S, P

Essential:

- Ability to provide timely, needs-led specialist advice, guidance and coaching to schools and post-16 settings.
- Ability to model inclusive practice and support whole-school, whole-class, small-group and targeted approaches where appropriate.
- Ability to develop evidence-informed recommendations that support access, participation, progress, wellbeing and preparation for adulthood.
- Ability to lead and maintain expertise in an agreed specialist area of SEND practice.
- Ability to produce clear written advice, resources and reports for a range of audiences.
- Ability to manage a locality caseload, prioritise work and maintain accurate records using agreed systems.
- Ability to evaluate impact and use feedback and performance information to support continuous improvement.

Desirable:

- Ability to design and deliver training packages for schools, settings, council colleagues and wider partners.



- Ability to support service resilience by working flexibly across localities and contributing specialist input where demand indicates.
- Confidence using feedback, outcomes information and service data to demonstrate impact.

Personal skills and attributes

Method of Assessment – I, S

Essential:

- Customer-focused, inclusive and solution-oriented approach to supporting schools, settings, children, young people and families.
- Strong communication and relationship-building skills with the ability to work collaboratively across education, health, care and wider partner agencies.
- Commitment to safeguarding and promoting the welfare of children, young people and adults, including promoting and engaging with the Council's responsibility to protect their right to be safe from harm.
- Commitment to continuous professional development, reflective practice and service improvement.
- Ability to work independently, manage competing priorities and use professional judgement appropriately.
- Commitment to Shropshire Council's values and behaviours, including partnership, respect, opportunity, understanding and a can-do approach.

Desirable:

- Confident facilitator who can build trust with diverse audiences and support positive change in practice.
- Ability to reflect on feedback from children and young people, parent carers, schools and partners to improve support.

Decision making impact and innovation

Method of Assessment – I, S

Essential:

- Ability to make proportionate professional decisions about advice, prioritisation and levels of support in line with service criteria and locality priorities.
- Ability to identify barriers to inclusion and recommend practical, evidence-informed solutions.
- Ability to contribute to local area partnership arrangements, service development, quality assurance and accountability reporting.
- Ability to innovate by developing resources, guidance and approaches that build sustained workforce confidence and capability.

Desirable:



- Experience of contributing to wider SEND and AP improvement activity or local area assurance arrangements.
- Ability to identify emerging themes from locality work and translate them into practical service improvement actions.

Fluency Duty

Essential – Communication (Fluency Duty)

This role is subject to the Fluency Duty under Part 7 of the Immigration Act 2016. The post holder will be required to demonstrate an appropriate level of spoken English where this is a regular and intrinsic part of the role.

This criterion applies in accordance with the statutory Fluency Duty for public-facing roles.

Special working conditions

Method of Assessment – D, I

Essential:

- Access to a suitable vehicle for work purposes during normal working hours.
- Ability to work in a flexible and peripatetic way, including regular travel across Shropshire to schools, early years and post-16 settings, locality hubs and other council locations, with attendance at the primary work base as required.
- Ability to work from home on a regular basis, with the requirement to attend your primary work base as and when required.
- During a pandemic, epidemic, major incident or emergency, you may be asked to work from home or another 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.

Desirable:

- Flexibility to undertake occasional early morning or evening work where service needs require.

