

Person Specification: LSIA

Attributes	Essential	Desirable	How Identified
Qualifications	<ul style="list-style-type: none"> • Good standard of general education • GCSEs (or equivalent) including English and Maths 	<ul style="list-style-type: none"> • Relevant qualification or training in education, SEND or child development • Evidence of recent SEND-related professional development 	Q, A
Knowledge and Experience	<ul style="list-style-type: none"> • Understanding of the needs of students with SEND and inclusive practice • Experience working collaboratively with teachers to support learning • Ability to support behaviour and engagement in a classroom environment 	<ul style="list-style-type: none"> • Experience supporting children or young people in an educational or care setting • Experience working in a secondary school setting • Experience supporting students with SEND • Experience delivering small-group interventions or pastoral support 	A, I, R
Personal Qualities	<ul style="list-style-type: none"> • Commitment to inclusion and supporting students with additional needs • Patient, empathetic and resilient • Calm and professional when supporting students who may be anxious or reluctant to engage • Maintains confidentiality and professional boundaries 		A, I, R

Planning and Organisation	<ul style="list-style-type: none"> • Ability to follow and adapt learning activities as directed • Ability to manage time effectively across different lessons and locations • Reliable, punctual and well organised 	<ul style="list-style-type: none"> • Experience contributing to pupil support plans or pupil passports • Ability to reflect on and adapt support strategies 	A, I
Management and Teamwork	<ul style="list-style-type: none"> • Ability to work effectively as part of a team within the Inclusion & Diversity Department • Ability to take direction from teachers and leaders and respond positively to feedback • Supports a calm, consistent and positive learning environment 	<ul style="list-style-type: none"> • Experience working across multiple curriculum areas • Experience acting as a key adult for students 	A, I, R
Communication and Influence	<ul style="list-style-type: none"> • Ability to communicate clearly and sensitively with students • Ability to share relevant information professionally with staff • Ability to build positive, trusting relationships with students 	<ul style="list-style-type: none"> • Experience liaising with parents/carers or external professionals • Confidence contributing to discussions about student progress and wellbeing 	

Key

A = Application I = Interview P = Presentation
Q = Qualification certificates R = Reference T = Task