

PERSON SPECIFICATION

Learning and Therapy Support Practitioner (Therapeutic Learning and Inclusion)

Category	Essential Criteria	Desirable Criteria
Qualifications	Educated to GCSE or equivalent level including English and Maths	NVQ Level 3 or equivalent qualification in SEND, education or therapy-related field
	Relevant experience supporting children or young people	Additional training linked to Autism, communication needs, sensory needs or SEMH
Experience	Experience working with children or young people with SEND	Experience working within a therapy or multidisciplinary team
	Experience supporting pupils within mainstream educational settings	Experience supporting inclusive practice within mainstream schools
	Experience supporting communication, literacy, emotional regulation or sensory needs	Experience modelling or delivering therapeutic strategies within classrooms
	Ability to work collaboratively as part of a team	Experience implementing strategies recommended by therapists
Knowledge and Understanding	Awareness and understanding of speech, language and communication needs	Awareness of therapeutic approaches used within schools
	Understanding of inclusive practice within mainstream educational environments	Knowledge of universal, targeted and specialist support models
	Awareness of Autism, ADHD, SEMH and sensory needs	Understanding of therapeutic approaches such as Zones of Regulation, visual supports and sensory strategies
	Understanding of safeguarding, confidentiality and data protection	Interest in pursuing Speech and Language Therapy, Occupational Therapy or related professions
Communication Skills	Strong verbal and written communication skills	Experience communicating with parents and external professionals
	Ability to model strategies and communicate effectively with teaching staff	Experience contributing to or delivering staff training or coaching

Personal Qualities	Positive, calm and professional manner	Creative and adaptable approach to supporting pupils
	Flexible and able to respond to changing needs	
	Motivated and proactive	
	Ability to work independently and use initiative	
	Commitment to inclusive and neurodiversity-affirming practice	