



PERSON SPECIFICATION

JOB TITLE	Inclusion Administrator
DEPARTMENT	Inclusion and Learning Support
SECTION	Whole Forest Group
LINE MANAGER	Head of Learning Support (to 31 December 2026) Group Director of Inclusion (from 01 January 2027)

The successful candidate will be required to fulfil all duties as outlined in the job description. In addition to this, the candidate should possess the following competencies which are essential to this position:

CRITERIA	ESSENTIAL	DESIRABLE
QUALIFICATIONS, SKILLS & EXPERIENCE:		
English and Maths GCSE or equivalent Grade C or above.	√	
Relevant personal and professional development.	√	
Graduate degree or equivalent.		√
Experience of record keeping, information retrieval and dissemination of data / documentation.	√	
Experience of liaising with a variety of different stakeholders and adapting communication skills appropriately.	√	
Ability to deal tactfully and confidently with telephone callers and visitors.	√	
Experience of working with SEND pupils.		√
Working within a school environment and with experience of working with ISAMS or other school management information systems.		√
Experience on Exam Access Arrangements for internal and external exams.		√
Knowledge and understanding of SEND Code of Practice.		√
Knowledge of JCQ regulations.		√
Ability to work actively with parents and outside agencies.	√	
Excellent written and oral communication skills.	√	
High level ICT skills (Excel, Teams, Word).	√	
A capacity for hard work and ability to work under pressure.	√	
APTITUDES:		
Excellent interpersonal skills.	√	
Excellent organisational, prioritisation, and time management skills.	√	
Self-motivated and able to use own initiative.	√	

Forest School is committed to safeguarding and promoting the welfare of children. Appointment to this position requires an enhanced DBS disclosure.

Vision and values aligned with the School's high aspirations and high expectations for children, staff and families.	√	
Resilience and motivation to support the school through day-to-day challenges while maintaining positivity and professionalism.	√	
Personal and professional integrity, including modelling values and vision.	√	
Safeguard and promote the welfare of children	√	
Contribute to the wider school community	√	
Enthusiastic about working with all children and young people between the ages of 4 and 18	√	
Ability to uphold appropriate standards of behaviour	√	
Discretion, courtesy, honesty, and integrity	√	
Reliable, punctual, diligent and well-organised	√	

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