

THE CHERWELL SCHOOL

Kindness, Opportunity, Responsibility, Excellence

Inclusion Base Support Assistant

Person Specification

Qualifications/ Training and Experience	• Good level of general educational achievement and evidence of continuing training beyond school level (minimum GCSE or equivalent) • Experience working with young people (Essential) • Experience working with students with Social, Emotional and Mental Health difficulties (Desirable)
Knowledge/Skills	• A real enthusiasm for working with young people and helping them to succeed • Knowledge of restorative justice procedures/ideology • Ability to interact confidently with students and staff • Good verbal and written communication skills • An understanding of the importance of professional confidentiality • A flexible and positive approach • Willingness to assist with practical tasks when necessary (e.g. with physically impaired pupils) • Ability to support work of students who struggle with learning • Ability to understand and differentiate the secondary school curriculum • Ability to encourage students to reflect on their behaviour and suggest strategies to enable students to make better choices and write reports of meetings • Good IT skills • Good organisational skills • An interest in your own professional development
Personal Characteristics	• Calmness • Empathy • Enthusiasm • Flexibility • Initiative • Excellent team work / support of peers • Energy and ideas, creative, solution focussed approach • A genuine liking for young people, tact, sensitivity and willingness to be an advocate for young people with SEND
Safeguarding and Wellbeing	• A commitment to safeguarding duty and promoting children's wellbeing in accordance with school guidelines • A commitment to support the School Leadership team (SLT) to set a culture which supports the mental health and wellbeing of all members of the community • To uphold and promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs within the school community • Desire to take on further/ advanced Safeguarding training and responsibilities (desirable) • Evidence of CPD undertaken in this area (desirable)