

**Person Specification –** **Education and Family Support Lead (non-teaching)**

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|  | **Essential** | **Desirable** |
| **Relationships** | An ability to form trusting, positive relationships with young people and families |  |
|  | An ability to use positive relationship to caringly support young people or families in low/negative crisis |  |
|  | An ability to uses positive relationship to caringly support young people or families in angry/violent crisis |  |
|  | Be an active and positive member of a staff team |  |
| **Pupil Progress** | Be aspirational for student’s academic and socio-emotional progress |  |
| **Professional Attributes** | An ability to put in discretionary effort |  |
|  | An ability to carry out tasks reliably and on time |  |
|  | Work as part of team and enjoy teamwork |  |
|  | Can work independently and diligently |  |
|  | Excellent communicator |  |
|  | Be able to meet and communicate both verbally and in writing with a number of service users and voluntary and statutory services |  |
|  | Be able to explain complex and detailed ideas or information to service users who may have limited literacy skills |  |
|  | An ability to actively seek out opportunities to positively engage with students |  |
|  | Have a positive ‘can do’ attitude |  |
|  | Be a resilient individual |  |

**Qualifications and Experience**

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|  | **Essential** | **Desirable** |
| **Education/Training** |  | Degree or equivalent |
|  |  | Additional training or qualifications in working with young people with SEND needs. |
|  | Excellent numeracy/literacy skills |  |
|  |  | Knowledge of factors affecting attendance |
|  |  | Experience of Multi Agency working |
| **Experience** |  | Experience of working in a mainstream or specialist setting |
|  | Experience of working with or for young people in some capacity |  |
|  |  | Experience of working with students or families with SEND |
|  | Liaising with families and professional agencies |  |
|  | Experience of managing spreadsheets and data |  |
|  | Effective use of ICT to support learning |  |
|  |  | Understanding of relevant polices/codes of practice and awareness of  relevant legislation |
|  |  | Understand a range of support services/providers |