

Person Specification: Student Support and Family Liaison

	Essential	Desirable
Qualifications	5 or more GCSE at grade 5 and above, including in English.	Child development qualification/ Teaching Assistant qualification. Appropriate training and/or accreditation in Mental Health and Wellbeing.
Experience	Desire to support teachers and their SEN students. Experience in direct support to Young People in a primary and/or secondary sector. Evidence of continuous professional development preferably with particular reference to Special Educational Needs (SEN) and Social Emotional and Mental Health (SEMH).	Experience and understanding of students with Special Education Needs, Specific Learning Difficulties in particular. TA3 support experience in school. Therapy Assistant experience. Experience in the process of assessment of risk and clinical need of children and adolescents 7-18. Experience of working with parents/carers of adolescents. Experience in the use of routine outcome measures in educational practice. Experience in liaison and multi-agency working. Understanding of and experience of Mindfulness and other relaxation techniques. Experience in advising and supporting teaching staff with SEN initiatives.

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<p>Knowledge and Understanding</p>	<p>Knowledge and understanding of, or willingness to receive training in:</p> <ul style="list-style-type: none"> • Safeguarding principles, procedures and best practice. • The EHCP and Annual Review process • The SEN Code of Conduct and its practical application. • Social Emotional and Mental Health, theory and practice to support students. 	<p>Knowledge and understanding of:</p> <p>The roles and responsibilities of educational psychologists and therapists and of learning and behaviour support services.</p> <p>Pastoral support plans.</p> <p>Individual Education Plan.</p> <p>Good understanding of child development and learning.</p> <p>Knowledge of other therapeutic modalities.</p>
<p>Skills</p>	<p>Excellent active listening skills</p> <p>IT skills (Microsoft 365 and its applications)</p> <p>Ability to multi-task.</p> <p>Excellent presentation and communication skills, both written and oral.</p> <p>Excellent organisation skills and time management.</p> <p>Ability to communicate effectively in highly emotive situations: overcoming barriers to understanding and analysing complex and conflicting opinion and emotions.</p> <p>Excellent autonomous management of personal work patterns and caseload.</p>	<p>Present clearly a wide range of information to both educationalists and non-educationalists.</p> <p>Ability to make complex autonomous judgements based on theoretical, technical and clinical knowledge and experience.</p> <p>Experience of providing consultation and/or training to other professionals.</p> <p>Experience of delivering group-based interventions.</p>

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Personal Characteristics	<p>Willingness to share expertise, skills and knowledge.</p> <p>Sensitivity to the aspirations, needs and self-esteem of others.</p> <p>Ability to work as part of a team and independently.</p> <p>Empathy and ability to relate.</p> <p>Ability to work under pressure and meet deadlines.</p> <p>Ability to contain anxiety in others.</p> <p>Resilient, adaptable, reliable and trustworthy.</p> <p>Excellent interpersonal skills.</p> <p>Capacity to frequently work with highly emotional circumstances and levels of distress.</p> <p>Ability to work on different platforms video and phone in addition to face-to-face.</p>	<p>Preparedness to attend meetings and training sessions, which may involve occasional work in the evenings, at weekends or in school holidays.</p>