Stoke Mandeville Combined School

Caring, Inspiring and Achieving Together

PERSON SPECIFICATION
Inclusion Support Worker

About the role

This role would suit an individual from a range of professional backgrounds, including education, children's social care, family support, mental health, youth work or community-based services. We welcome applications from candidates who have experience of supporting children and families, particularly those with social, emotional and mental health needs, and who are passionate about improving outcomes for children through early intervention, pastoral support and inclusive practice.

The successful candidate will demonstrate the knowledge, skills, experience and personal qualities required to support the school's inclusive ethos, promote children's emotional wellbeing and provide effective pastoral and family support.

Qualifications and Training	**Essential**	**Desirable**
Relevant qualification in childcare, education, youth work, family support, health and social care or a related field.		✓
Training or qualification in supporting children's social, emotional and mental health (SEMH).		✓
Mental Health Lead qualification or relevant training in children's mental health and wellbeing.		✓
Willingness to undertake relevant professional development and training, including safeguarding and Deputy DSL responsibilities.	✓	
Experience		
Experience of working with children and young people in an educational, pastoral, social care or community setting.	✓	
Experience of supporting children with social, emotional and mental health needs, including those experiencing difficulties with emotional regulation, behaviour or relationships.	✓	
Experience of building positive relationships with children and developing supportive, trusting relationships with families.	✓	
Experience of delivering targeted interventions to support children's emotional wellbeing, social development and engagement with learning.	✓	
Experience of working with parents and carers to provide guidance, signposting and practical support.		✓
Experience of working alongside external agencies and professionals to support children and families.		✓
Experience of early help, family support or children's social care.		✓

Knowledge and Understanding		
A sound understanding of safeguarding and child protection, including the importance of recognising, recording and reporting concerns promptly.	✓	
Understanding of children's social, emotional and mental health needs and the factors that can affect their wellbeing, behaviour and readiness to learn.	✓	
Understanding of attachment-aware, trauma-informed and relational approaches to supporting children.	✓	
Knowledge of strategies to support emotional regulation, resilience, positive relationships and self-esteem.	✓	
Understanding of early intervention and the importance of working collaboratively with families to improve outcomes for children.	✓	
Awareness of relevant support services, early help processes and referral pathways for children and families.		✓
Knowledge of approaches such as ELSA, nurture, Zones of Regulation, Emotion Coaching or similar therapeutic and wellbeing interventions.		✓
Understanding of the role of schools in supporting children's mental health and the importance of working alongside the school's Mental Health Lead.	✓	
Skills and Abilities		
Ability to establish positive, trusting relationships with children, including those who may be vulnerable, disengaged or experiencing difficulties.	✓	
Ability to communicate sensitively and effectively with parents, carers, colleagues and external professionals.	✓	
Ability to deliver and support targeted interventions that respond to individual children's needs.	✓	
Ability to provide practical and appropriate support to families, recognising barriers and helping them access additional services where needed.	✓	
Ability to work collaboratively as part of a team, contributing to the school's wider inclusion and safeguarding provision.	✓	
Ability to maintain accurate, confidential and professional records, including safeguarding and pastoral information.	✓	
Ability to recognise when concerns need to be escalated and to follow school safeguarding procedures.	✓	
Ability to manage competing priorities, work independently when appropriate and use initiative within the boundaries of the role.	✓	
Personal Qualities and Professional Attributes		
A commitment to inclusion, equality of opportunity and ensuring that every child feels safe, valued and supported.	✓	
A calm, empathetic and non-judgemental approach, demonstrating patience, resilience and emotional intelligence.	✓	
A positive and solution-focused attitude, with a genuine commitment to improving outcomes for children and families.	✓	
The ability to demonstrate discretion, maintain confidentiality and exercise professional judgement.	✓	
Flexible, adaptable and willing to respond to the changing needs of children and the school.	✓	

A commitment to professional development and reflective practice.	✓	
A willingness to uphold the school's values of Respect, Responsibility and Resilience.	✓	