

## **PERSON SPECIFICATION**

**Post Title:** Inclusion Coach – Deaf/VI/PNI Lead

**Department:** INSPIRE SEND Support

**Reporting to:** INSPIRE Team Leader

---

### **Qualifications & Training**

#### **Essential:**

- Level 3 qualification (or equivalent) in education, SEND, health & social care, or a related field
- GCSE (or equivalent) in English and Maths at grade C/4 or above
- A qualification or specialist training/CPD in a relevant area (sensory needs, disability, visual impairment or deaf or hearing loss, physical/neurological needs).

#### **Desirable:**

- Teaching, coaching, or mentoring qualification
  - British Sign Language (BSL) qualification or willingness to work towards (where applicable)
  - Training in Assistive Technology and accessibility tools
- 

### **Experience**

#### **Essential:**

- Experience working with learners with SEND, particularly those who are Deaf or with visual impairment, or physical/neurological/sensory needs
- Experience supporting learners in an educational or training environment
- Experience of adapting resources for learners with specific needs
- Experience delivering targeted 1:1 and small group interventions
- Experience working collaboratively with teaching staff and multidisciplinary teams

- Experience contributing to learner support planning and reviewing progress

**Desirable:**

- Experience in a Further Education setting
  - Experience coordinating or deploying specialist support (e.g. Communication Support Workers)
  - Experience contributing to or leading EHCP Annual Reviews
  - Experience working with external agencies such as sensory support services or health professionals
  - Experience supporting transitions into, within, and out of education
- 

**Knowledge & Understanding**

**Essential:**

- Strong understanding of SEND, inclusion, and barriers to learning
- Knowledge of the needs of learners who are Deaf, have visual impairments, or physical/neurological impairments
- Understanding of inclusive teaching strategies, reasonable adjustments, and accessibility requirements
- Awareness of safeguarding and promoting the welfare of young people and vulnerable adults
- Understanding of strategies to promote independence, self-advocacy, and Preparing for Adulthood outcomes

**Desirable:**

- Knowledge of EHCP statutory processes and annual review requirements
  - Understanding of assistive technologies that support access to learning
  - Awareness of health and safety considerations, including risk assessments and Personal Emergency Evacuation Plans (PEEPs)
  - Knowledge of FE curriculum pathways and progression routes
- 

**Skills & Abilities**

**Essential:**

- Excellent communication skills, with the ability to adapt communication methods to meet sensory and physical needs
- Strong interpersonal skills, building effective relationships with learners, staff, and external professionals
- Ability to coordinate and prioritise specialist support effectively
- Ability to provide advice and guidance to staff on inclusive practice and accessibility
- Skilled in planning and delivering interventions to support access, independence, and confidence
- Ability to monitor, track, and evaluate learner progress and the impact of support
- Ability to facilitate meetings and contribute to multi-agency discussions
- Strong organisational and administrative skills, including accurate record-keeping and report writing
- Competent in the use of IT systems to support tracking, reporting, and communication

**Desirable:**

- Ability to deliver training and awareness sessions to staff
- Skills in adapting learning resources to meet a range of needs
- Confidence in using and promoting assistive technologies

---

**Personal Qualities**

**Essential:**

- Strong commitment to inclusion, equality, and promoting accessible learning environments
- Empathetic, patient, and learner-focused, with a passion for supporting individuals to achieve their full potential
- Proactive and solution-focused, with the ability to take initiative and work independently
- Flexible and adaptable to meet the changing needs of learners and the organisation
- High level of professionalism, integrity, and commitment to confidentiality

- Committed to continuous professional development
- 

**Other Requirements**

- Commitment to inclusion, safeguarding and promoting the welfare of learners
- Willingness to work flexibly and contribute to cross-college activities, including events and training