

PERSON SPECIFICATION

Post Title: Inclusion Coach – Transition Lead

Department: INSPIRE SEND Support

Reporting to: INSPIRE Team Leader

Qualifications & Training

Essential:

- Level 3 qualification (or equivalent) in education, youth work, health & social care, or a related field
- GCSE (or equivalent) in English and Maths at grade C/4 or above

Desirable:

- Experience of working within a Further Education setting.
 - Training in safeguarding, SEND (e.g. autism, SEMH), or behaviour management
 - Knowledge of EHCP processes and statutory requirements
 - Information Advice & Guidance qualification
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Experience

Essential:

- Experience working with learners with SEND, high needs, or barriers to learning in an educational or support setting
- Experience supporting learners through transition points (e.g. school to college, internal progression, or post-college destinations)
- Experience delivering 1:1 and small group interventions
- Experience working collaboratively with multi-disciplinary teams

Desirable:

- Experience in a Further Education setting
- Experience of working with apprenticeships, adult learners and those who are /have been NEET.

- Experience contributing to or leading EHCP Annual Reviews
 - Experience tracking learner progress and using data to inform interventions
 - Experience engaging with parents/carers and external stakeholders
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Knowledge & Understanding

Essential:

- Strong understanding of SEND, inclusion, and barriers to learning
- Knowledge of transition planning and Preparing for Adulthood principles
- Understanding of safeguarding and promoting the welfare of young people and vulnerable adults
- Awareness of strategies to support independence, resilience, and self-advocacy in learners

Desirable:

- Knowledge of EHCP statutory processes and annual review requirements
 - Understanding of FE systems, curriculum pathways, and progression routes
 - Awareness of external support services and pathways for young people with SEND
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Skills & Abilities

Essential:

- Excellent interpersonal and communication skills, with the ability to build positive relationships with learners, staff, and stakeholders
- Ability to plan, coordinate, and deliver structured transition programmes and interventions
- Strong organisational skills, with the ability to manage competing priorities and maintain accurate records
- Ability to monitor, track, and report on learner progress and outcomes
- Ability to identify barriers to progression and implement timely, effective interventions
- Skilled in facilitating meetings, including reviews involving multiple stakeholders

- Confident in using IT systems to record, monitor, and report information

Desirable:

- Ability to design and deliver staff training or development sessions
 - Strong report writing skills aligned with EHCP and SEND processes
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Personal Qualities

Essential:

- Passionate commitment to inclusion, equality, and supporting learners with SEND to achieve positive outcomes
 - Patient, empathetic, and learner-centred in approach
 - Proactive and solution-focused, with the ability to work independently and take initiative
 - Flexible and adaptable to changing priorities and learner needs
 - Committed to inclusion, safeguarding, confidentiality, and professional integrity
 - Strong commitment to promoting independence, confidence, and aspiration in learners
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Other Requirements

- Commitment to continuing professional development
- Willingness to contribute to wider college activities, including events and cross-college initiatives