Person Specification

Inclusion Coach – SEMH / Social Communication Skills Lead

Qualifications and Training

Essential

- Educated to Level 3 or above (or equivalent experience) in a relevant field such as SEND, Education, Youth Work, Psychology, Health & Social Care, or Behaviour Support.
- Evidence of ongoing professional development related to SEND, SEMH, or inclusion.
- Be able to demonstrate evidence of using specific evidence-based strategies to support learners or groups and the impact of that support.
- Level 2 maths and English (or equivalent).

Desirable

- Training in SEMH, trauma-informed practice, restorative practice, or mental health support.
- Previous experience of a Further Education environment or working with young people between the ages of 16-19.

Experience, knowledge and understanding

Essential

- A strong understanding of and experience supporting young people with SEMH needs and/or social communication difficulties, and the impact on learning and behaviour.
- Knowledge of evidence-based social skills and SEMH interventions and experience delivering 1:1 and small group interventions.
- Experience of contributing to or supporting EHCP processes, including reviews and outcomes.

- Experience working collaboratively with teaching staff and support teams.

Desirable

- Experience working with young people aged 16–19 or within a post-16, FE, or youth setting.
- Experience facilitating or leading EHCP Annual Reviews.
- Experience coaching or advising staff to improve inclusive practice.
- Experience working with external agencies, parents/carers, and Local Authorities.

Skills, Abilities and Qualities

- Ability to build positive, trusting relationships with young people.
- Strong communication skills, both verbal and written.
- Demonstrates strong resilience and emotional stability, maintaining a calm and professional approach when working with learners who display challenging behaviour, and is not easily distressed by difficult situations.
- Excellent administrative and organisational skills, including accurate record keeping.
- Ability to create clear, personalised support plans with measurable outcomes.
- Ability to manage time effectively and prioritise a varied caseload.
- Is confident to present information to a range of staff, delivering training or leading meetings.
- Ability to coach and advise others to improve inclusive approaches, specific approaches, toolkits and strategies to support social communication and SEMH needs.
- Strong IT skills to use college systems for recording and monitoring support, including Excel, Outlook and MS Teams.
- Commitment to safeguarding, inclusion and promoting learner wellbeing.