

Person Specification

Below is a general person specification – please note, some areas will be more relevant to some roles/services than others.

| Factors | Essential | Desirable |
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| Personal Qualities | <p>A positive interest in working with children with Down syndrome</p> <p>Ability to work calmly and patiently</p> <p>Ability to work collaboratively and reflect on own and others practice</p> <p>Self-motivated and reliable, able to use own initiative to work independently delivering services</p> <p>Ability to build positive relationships with children, parents and related professionals</p> <p>A commitment to helping children achieve their potential</p> <p>Willingness to participate in other development and training opportunities</p> | <p>Ability to self-evaluate learning needs and actively seek support and/or learning opportunities</p> |
| Experience | <p>Experience of working with children with special educational needs</p> | <p>Experience of working with Children with Down syndrome</p> <p>Relevant work experience in a similar background</p> |
| Qualifications and training | <p>Good numeracy/literacy skills to GCSE Grade C or above</p> <p>Fulfils relevant continual professional development requirements, for example reading papers, attending courses and research events, supervision etc.</p> | <p>Hold relevant qualifications at an undergraduate level e.g. teacher or SLT qualification</p> <p>Have a specialism and/or training related to Down syndrome</p> |



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| <p>Knowledge and skills</p> | <p>Ability to maintain effective record keeping</p> <p>Ability to engage and manage children</p> <p>Effective oral and written communication skills</p> <p>Competent with basic computer programmes including word, excel and email. Has own laptop.</p> <p>Good organisational and time management skills</p> <p>Ability to deal with sensitive information in a confidential and appropriate manner</p> <p>An understanding of and genuine commitment to effective inclusion</p> <p>Ability to form and maintain appropriate professional relationships and boundaries with children and young people</p> | <p>Knowledge and understanding of relevant policies/codes of practice and awareness of relevant legislation/guidelines regarding the services being delivered</p> <p>Confidence to positively support/advise families and other professionals</p> <p>Excellent interpersonal skills both in working relationship with children and in forming effective professional relationships with a wide range of contacts</p> <p>Confident using online video communication e.g. Zoom and Teams</p> |
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