**Person Specification**

To be able to undertake the duties in the job description, applicants should possess the following:

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| **Area to be Demonstrated** | **Essential Requirements**  YOU **MUST** DEMONSTRATE THAT YOU MEET THESE REQUIREMENTS | **Desirable Requirements**  YOU DO NOT HAVE TO MEET THESE REQUIREMENTS BUT IF YOU DO, PLEASE TELL US | **How Assessed**  **Application Form or Interview or Both** |
| Knowledge and skills: | • An ability to diffuse conflict  • A range of behaviour management strategies  • Empathy with young people facing barriers to their learning  • The ability to deal with sensitive information in a confidential manner  • The capability to remain calm under pressure  • The ability to use own initiative and flexibility to cope with the unexpected  To undertake PBS training and become a PBS lead for the school. Maintain that all training is updated as required.  • Ability to form and maintain appropriate relationships and personal boundaries with children and young people  • A good level of English & Maths.  • Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts.  • Excellent organisational and time management skills.  • The ability and willingness to work constructively as part of a team.  • The ability to supervise pupils effectively both in and out of school in line with the school’s behaviour policy  • Experience of working with children in an educational setting  • ICT skills sufficient to perform the role.  • Child Protection training, undertaken within the last 2 years. | * Knowledge & understanding of the National Curriculum, especially the literacy and numeracy strategies   • Extremely competent IT skills to support learning and to demonstrate and use a range of educational software.  • Thrive or TIS training (desirable, not essential)  • Level 3 work related qualification or higher education qualifications.  • GCSE English and Maths (A\*-C) or equivalent (Level 2 Basic Skills Literacy/Numeracy).  • The ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for behaviour intervention & teaching and learning |  |
| Experience and Skills | • Experience of working with children and young people in a learning environment.  • Awareness and understanding of child protection issues.  • Ability to work to deadlines.  • Good planning and organisational skills.  • Good communication and interpersonal/listening skills.  • Good oral and written communication skills in English.  • Experience of working with students exhibiting challenging behaviour.  • Willingness to promote the schools policies and practices. | • Ability to recognise the importance of health and safety issues relating to working practices.  • Willing to contribute to extracurricular activities.  • Experience of working to support young people’s learning  • Ability to confidently and competently apply knowledge and skills acquired from training into a practical context. |  |
| Attitude and Temperament | • Reliability and resilience.  • Flexible outlook and interpretation of the needs of the job.  • Ability to remain patient and calm in challenging situations.  • Ability to build effective working relationships with all learners and colleagues.  • Ability to promote a positive ethos and role model positive attributes.  • Willingness to participate in relevant training and development opportunities.  • Ability to form and maintain appropriate professional relationships and boundaries with colleagues and students.  • Professionally discreet and able to respect confidentiality.  • Flexible approach to tasks. | • Ability to work effectively within a team environment, understanding roles and responsibilities.  • Firm, sensitive and effective approach towards managing student behaviour.  • Confident and able to use own initiative. |  |
| Appearance and Health | • Smart, well presented and in good general health.  • Good attendance and punctuality record.  • Set a good example in terms of dress, punctuality and attendance. |  |  |
| Quality Assurance and standards: | • To support the aims and ethos of the school.  • To set a good example in terms of dress, punctuality and attendance.  • To be professional when dealing with staff, students, parents and outside agencies.  • To be proactive in matters relating to health and safety.  • To implement and promote the schools policies and procedures relating to all areas of employment and service delivery. |  |  |
| Additional Duties | • To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage students to follow this example. |  |  |