



Behaviour Support Worker – Person Specification

Acknowledge the special educational needs of our pupils and adopt a supportive and encouraging attitude towards them. Demonstrate an understanding of children and a determination to contribute to the life of the school.

Show dedication and commitment to the ethos of the school –

St Edward's tries to assist each pupil's personal and social growth through a first class education. Within a friendly, supportive and stimulating community, boys are encouraged to grow as individuals, cultivate their talents, adopt a positive attitude to school and vocational work, develop a sense of responsibility for their actions and celebrate their achievements.

Essential Qualifications and Experience:

- Must be able to demonstrate accurate literacy and numeracy skills.
- Proficient in the use of computer and IT systems; in particular Microsoft Word, Excel, Powerpoint, Outlook.
- Experience of working with a child/children in a supervisory role or family setting.

Desirable Qualifications and Experience:

- Qualified to graduate level, or NVQ Level 3 in Child Care, or equivalent.
- Awareness of the nature of pupils with special educational needs in relation to social, emotional and mental health difficulties.
- Knowledge of child development.
- Experience of working in an SEMH school setting.
- Evidence of effective engagement with children and young people exhibiting challenging behaviour.
- Confidence and experience in behaviour management.

Essential Characteristics and skills or clear ability to develop the following characteristics and skills:

- Desire to study towards NVQ Level 3 in Child Care or equivalent if not already qualified.
- Preparedness to carry out administrative tasks efficiently in order to support the care team.
- Confidence, resilience and ability in working with young people who encounter behavioural difficulties on account of social, emotional and mental health issues.
- A positive and optimistic role model for pupils.
- Resilience and ability to work calmly under pressure.
- Ability to engage with and relate well to children and adults.
- Ability to establish good working relationships.
- Ability to provide support for pupils, ensuring their safety and access to learning activities.
- Willingness to accept direction and take part in training.
- Determination to seek to improve own practice through self-evaluation and learning from others.
- Ability to apply behaviour management policies and strategies which contribute to a safe and purposeful learning environment.
- Motivate, inspire and have high expectations of pupils.
- Creative approach to problem solving.

- Ability to follow instructions accurately.
- Ability to work and collaborate with a team and within a multi-disciplinary framework
- Excellent communication skills with adults and children, verbally and in writing.
- Ability to exercise effective time management.
- Strong interpersonal skills.
- Ability to maintain confidentiality.

Any offer of employment will be conditional, subject to receipt of references and the completion of safer-recruitment checks, which will include a full Enhanced disclosure clearance by DBS.