

**Person Specification**

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| **Job title:**  | Behaviour & Engagement Worker |  |  |
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| **Reports to:** | Vice Principal for Behaviour/SLT | **Scale G:** | Points 18 - 23 |

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| **CRITERIA**  | **EVIDENCE** |
| **EDUCATION AND PROFESSIONAL QUALIFICATIONS** | **(See Key)** |
| **Essential** |  |
| 1. A level of education that enables support to be given to students aged 11-16 including those preparing for GCSE. This requires at least 5 GCSEs at Grade C and above which must include English/Maths or hold equivalent qualifications.
 | 1, 2 & 3 |
| **Desirable**  |  |
| 1. Professional qualification in related area e.g. Social Work, Behaviour Management, Teaching, Anger Management, Counselling etc
 | 1, 3 & 4 |
| 1. Experience of SIMs/other MIS systems within a school setting
 | 1 & 3 |
| 1. Able to produce reports
 | 1 & 3 |
| **KNOWLEDGE**  |  |
| **Essential** |  |
| 1. Working with young people, parents, carers and school staff
 | 1, 3 & 4 |
| 1. Some understanding of Data Protection/GDPR
 | 1, 3 & 4 |
| 1. Excellent customer service, organisational and communication skills
 | 1, 3 & 4 |
| 1. Able to challenge in a constructive manner
 | 1, 3 & 4 |
| 1. Knowledge of ICT systems including Microsoft Word, Excel and PowerPoint
 | 1 & 3 |
| **EXPERIENCE** |  |
| **Essential** |  |
| 1. Able to convey authority and gain students’ respect, apply boundaries and motivate
 | 1, 3 & 4 |
| 1. Ability to work on own or with others as part of a team
 | 1, 3 & 4 |
| **Desirable** |  |
| 1. Working with young people who have emotional or behavioural difficulties
 | 1, 3 & 4 |
| 1. Previously worked in or with a school setting
 | 1 |
| **KEY SKILLS** |  |
| **Essential** |  |
| 1. Excellent interpersonal skills and to be able to communicate effectively both orally and in writing, which enable good relationships to be built with young people and adults.
 | 1, 3 & 4 |
| 1. Ability to work independently but know when to seek help
 | 1 & 3 |
| 1. A willingness to support and encourage young people who may have emotional and behavioural difficulties
 | 1, 3 & 4 |
| 1. Ability to establish and maintain effective working relationships at all levels whilst demonstrating a flexible approach
 | 3 |
| **OTHER FACTORS** |  |
| **Essential** |  |
| 1. Ability to form and maintain appropriate relationships and personal boundaries with children in accordance with Safeguarding practices
 |  1, 3 & 4 |
| 1. Personal and professional resilience
 |  1 & 3 |
| 1. Flexibility in working hours according to the needs of the role/school
 |  1 & 3 |
| 1. Ability to deal sensitively and appropriately with confidential, personal information
 | 1, 3 & 4 |
| 1. Ability to work under pressure, to set deadlines and to prioritise
 | 1, 3 & 4 |
| 1. Ability to work with a wide variety of people internal and external.
 | 1 & 3 |
| 1. An awareness and sensitivity to students’ needs.
 | 1 & 3 |
| 1. Able to prioritise own workload and the workload of others in order to meet deadlines
 | 1 |
| 1. Ability to be proactive and use own initiative to be creative and think beyond the obvious solutions
 | 1 & 3 |
| 1. Good understanding of confidentiality and integrity when handling student information
 | 1, 3 & 4 |
| 1. Interpret and communicate data effectively
 | 1 & 3 |
| 1. Experience of delivering extra-curricular activities to young people
 | 1, 3 & 4 |
| 1. Effective and systematic behaviour management, with clear boundaries, sanctions, praise and reward
 | 1 & 3 |

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| **Person Specification prepared by:** | HR |
| **Designation:** | Budmouth Academy Weymouth | **Date:** |  |
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**Evidence method for criteria**

1. Application Form 2. Sight of Certificates 3. Interview 4. References