

**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