**Employee Specification – Support Worker (Supporting the Behaviour team)**

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The ‘Essential’ requirements indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under ‘Desirable’ requirements are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential but may be used to distinguish between

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|  | **KEY** |
|  | **A** | = Application |
|  | **SP** | = Selection Process |
| **Person Specification** | **Essential** | **Desirable** | **Method of Assessment**  |
| **Skills and Ability.** |
| Good numeracy/literacy skills. GCSE Maths & English or equivalent required.  |  |  | A & SP |
| Ability to write and contribute to a range of written documentation including Individual Behaviour Plans. |  |  | A & SP |
| Ability to relate well to children and adults. |  |  | A & SP |
| Ability to work constructively as part of a team. |  |  | A & SP |
| Able to self-evaluate learning needs and actively seek learning opportunities |  |  | A & SP |
| Ability to support families and carers with pupils challenging behaviour |  |  | A & SP |
| **Knowledge & Qualifications.**  |
| Full understanding of relevant polices/codes of practice and awareness of relevant legislation |  |  | A & SP |
| NVQ Level 3 in Teaching and Learning or an equivalent qualification |  |  |  |
| Level 2 Team Teach trained or willingness to be trained. Complete any additional training including Team Teach trainer training. |  |  |  |
| Full understanding of the range of support services/providers |  |  | A & SP |
| Working knowledge of National Curriculum and other relevant learning |  |  | A & SP |
| Understanding of principles of child development and learning processes and in particular, barriers to learning |  |  | A & SP |
| Experience of working with pupils with additional needs |  |  | A & SP |
| Understanding classroom roles and responsibilities and your own position within these. |  |  | A & SP |
| Experience of working with children and young people with different age ranges and needs |  |  | A & SP |
| **Experience**  |
| Experience of dealing with queries from a wide range of people |  |  | A & SP |
| Experience of working as part of a team |  |  | A & SP |
| Experience of organising work tasks and duties to meet appropriate service standards eg in terms of timeliness, accuracy and customer care |  |  | A & SP |
| **Behavioural and other Characteristics** |
| Willing to abide by the Council’s Equal Opportunities Policy in the duties of the post, and as an employee of the Council. |  |  | SP |
| Willing to carry out all duties having regard to an employee’s responsibility under the Council’s Health and Safety Policies |  |  | SP |
| To display a responsible and co-operative attitude to working towards the achievement of the service area aims and objectives |  |  | SP |
| An ability to respect sensitive and confidential work. |  |  | A & SP |
| Commitment to own personal development and learning. |  |  | A & SP |

**Safeguarding:**

The East SILC is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to a satisfactory Disclosure and Barring Service check (DBS formally CRB) and medical clearance from Leeds City Council’s Occupational Health Service.

**It is illegal to apply if you are on the children’s barred list.**

The East SILC promotes diversity and wants a workforce which reflects the population of Leeds.