



Person Specification

Social, Emotional, Mental Health Behavioural Support Assistant

Job title: Social, Emotional, Mental Health Behavioural Support Assistant
Ealing GLPC Grade: Scale 6
School: Special Schools
Post No:
Line manager: Deputy Headteacher/ Senior leadership Team

Hours: 32.5 per week Term time only

This form lists the essential requirements needed in order to do the job. Applicants will be short-listed solely on them meeting these requirements, with evidence against each separate point ('a' to 'r').

Essential Requirements

Education and Experience

- a) At least two relevant qualifications at NVQ Level 2 linked to behaviour/ SEMH, such as trauma, adverse childhood experience, counselling, bereavement
- b) Good numeracy and literacy skills
- c) To have an accreditation in training staff in positive handling and de-escalation, or a commitment to gain one within 6 months of appointment
- d) Experience of working with pupils with additional needs to promote positive behaviour
- e) Experience of working with and engaging children and young people with complex and profound additional needs.
- f) To have knowledge of complex special needs and being able to use appropriate programmes such as Makaton and ICT software for communication

Knowledge, Skills and Abilities

- g) Ability to run a programme of engaging activities for pupils based on structured play, nurture, Social and Emotional input; developing appropriate individual plans and supporting others in delivering and following them
- h) Ability to work as part of a multidisciplinary team and form good relationships with other colleagues.
- i) Good communication skills
- j) Ability to relate well to children of a range of ages and abilities, forming good relationships with them; understanding that pupils' behaviour is communication and consider best ways to support and nurture
- k) Ability to work with minimum supervision but within well-defined guidelines
- l) Ability to observe, monitor and provide constructive feedback on pupils' behaviours
- m) Ability to maintain confidentiality over matters relating to the school, pupils, staff or parents.



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- n) To be able to deal with inappropriate behaviours in a calm, positive, empathic and non-judgemental way, taking charge of maintaining acceptable and consistent behavioural standards
- o) To be prepared to act on initiative and feedback from others, communicating promptly with relevant staff regarding children's behaviour
- p) Ability to provide necessary personal care to children including manual handling and toileting.
- q) Knowledge of relevant policies and codes of practice linked to the role (behaviour, safeguarding, equal opportunities, manual handling, etc)
- r) An understanding of classroom roles and responsibilities
- s) Willingness to undergo an enhanced DBS check and to promote safeguarding and the welfare of children and young people within the school.
- t) Willingness to undertake continuing professional development as appropriate.

**Prepared
by:**

Agreed by:

Date

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Date

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