



PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
Skills	<ul style="list-style-type: none"> • Understanding of SEMH and how learning is developed and impacted. • An ability to remain calm in stressful situations. • Passionate belief in the potential of all young people. • A commitment to getting the best outcomes for all students and promoting the ethos and values of the school. • Be able to empathise with children and work as a part of a team or using own initiative. • Ability to work and communicate with young children. • Ability to communicate effectively with teachers and staff. • To be able to foster positive relationships with parents. • Able to deliver pre-planned programmes of work to children. • Be able to demonstrate 'unconditional positive regard'. • Versatility, Creativity & Resilience. 	
Knowledge	<ul style="list-style-type: none"> • Understanding of Safeguarding in School; Health and Safety; Data Protection; Race Relations; Confidentiality issues, to understand the supporting role when working with class teachers. • An understanding of inclusion and potential barriers which may face young people with SEN/SEMH and those at risk of offending. 	<ul style="list-style-type: none"> • Child development. • First Aid. • Safe working practices. • Knowledge of ICART.





Experience	<ul style="list-style-type: none"> • Experience of developing effective strategies to promote positive behaviour in students. • Experience of delivering effective student support programs to develop positive behaviour. • Experience of managing challenging and/or extreme behaviour. 	<ul style="list-style-type: none"> • Experience of working with a child with Specific Learning Difficulties • Supporting children in use of ICT in school.
Qualifications	<ul style="list-style-type: none"> • GCSE Grade C or above in Maths and English or equivalent. • NVQ Level 2– required. 	<ul style="list-style-type: none"> • NVQ Level 2 Special Needs preferable
Equal Opportunities	<ul style="list-style-type: none"> • An awareness of the Council's Equal Opportunities Policy. 	
Other requirements	<ul style="list-style-type: none"> • Always prepared to put the child first and do what it takes to support their learning. • Always thinking of others. • Prepared to invest in one's own development. • Adaptability, flexibility and ability to work as a team with members of staff. • Willingness to accept direction, take part in training (for example, ICT, Child Protection) • Able to take the initiative and make decisions. 	<ul style="list-style-type: none"> • Demonstrate an understanding of and a commitment to school improvement at all levels.