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**Behavior Support Worker (Outreach) - Person Specification**

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| **JOB REQUIREMENT** | | | **Essential** | **Preferred** | **\* How assessed** |
| Qualifications, knowledge and experience | Good basic education including literacy and numeracy to GCSE grade C/5 or equivalent (Level 2) | | √ |  | A |
| NVQ level 3 (or equivalent) in child/education specific learning. | |  | √ | A |
| Knowledge of how to support other adults when working in an educational provision/setting. | | √ |  | A & I |
| Proven ability in supporting students so they can effectively access learning and make progress. | | √ |  | A & I |
| Had recent training in Team Teach and/or willingness to undergo the training. | | √ |  | A |
| Experience of coaching, mentoring and advising staff on suitable behaviour interventions. | | √ |  | A & I |
| Experience of working with vulnerable children in an educational environment, assessing student needs and barriers to learning. | | √ |  | A & I |
| Experience of working in an SEMH setting. | |  | √ | A & I |
| Experience of delivering outcomes related to an EHCP. | |  | √ | A & I |
| Undertaken medication training. | |  | √ | A |
| Undertaken first aid training. | |  | √ | A |
| Experience of effectively supporting PE/sporting activities. | |  | √ | A & I |
| Personal and Interpersonal | **Interacting and Presenting** | **Relating and Networking**  Establishes good relationships with others; builds effective networks of contacts inside and outside the organisation; relates well to people at all levels; manages conflict; uses humour appropriately to enhance relationships with others. | √ |  | I |
|  | **Persuading and Influencing**  Makes a strong personal impression on others; gains clear agreement and commitment from others by persuading, convincing and negotiating; promotes ideas on behalf of self or others. | √ |  | I |
| **Analysing and Interpreting** | **Applying Expertise & Technology**  Applies specialist expertise; develops job knowledge and expertise through continual professional development; shares expertise and knowledge with others; uses technology to achieve work objectives. | √ |  | I |
| **Supporting and Co-Operating** | **Working with People**  Demonstrates an interest in and an understanding of others; adapts to the team and builds team spirit; recognises and rewards the contributions of others; listens, consults and communicates proactively; supports and cares for others; develops and openly communicates self-insight. | √ |  | I |
| **Adapting and Coping** | **Coping with Pressures and Setbacks**  Works productively in a pressurised environment; keeps emotions under control during difficult situations; balances the demands of work life and a personal life; maintains a positive outlook at work; seeks and responds well to feedback. | √ |  | I |
| Child Protection | A commitment to the responsibility of safeguarding and promoting the welfare of young people. | | √ |  | A & I |
| Enhanced DBS disclosure *(to be completed by preferred candidate following interview).* | | √ |  | C |
| Willingness to undertake safeguarding training when required. | | √ |  | I |

\* A = application, C = Clearances, I = interview, T = task