

Person Specification

Behaviour Menor



Factor	Essential	Desirable	Assessment*
Qualification	<ul style="list-style-type: none"> GCSEs (or equivalent) in English and Mathematics Commitment to undertake relevant training linked to behaviour, safeguarding, and pastoral support Evidence of ongoing professional development related to working with children and young people 	<ul style="list-style-type: none"> Qualification or certificated training in: <ul style="list-style-type: none"> Behaviour support or pastoral work Mentoring, counselling, or coaching Restorative practice Emotional regulation, trauma-informed approaches, or mental health awareness Safeguarding or child protection training at an appropriate level 	A, D
Experience	<ul style="list-style-type: none"> Experience of working directly with children or young people, particularly those with behavioural, emotional, or social needs Experience of supporting behaviour positively in structured and unstructured settings Experience of delivering 1:1 or small-group interventions Experience of building trusting relationships with pupils while maintaining clear professional boundaries Experience of working collaboratively as part of a wider staff or pastoral team 	<ul style="list-style-type: none"> Experience of managing a caseload of pupils requiring behaviour or pastoral support Experience of liaising with parents or carers regarding pupil behaviour, wellbeing, or progress Experience of working alongside external agencies (e.g. SEND services, safeguarding teams, mental health or behaviour support services) Experience supporting pupils during transitions or key times of the school day (e.g. arrival, break, lunchtime) 	A, I, R
Skills and Knowledge	<ul style="list-style-type: none"> Secure understanding of positive behaviour support strategies Ability to use restorative, relational approaches to behaviour Ability and confidence to provide informed advice and make appropriate recommendations to staff on relational, restorative behaviour support strategies. Strong interpersonal skills, with the ability to build professional, trusting relationships with staff and pupils. Ability to remain calm, assertive, and consistent when managing challenging or distressed behaviour Ability to support pupils to develop emotional regulation and self-management strategies Ability to plan, deliver, and review targeted interventions 	<ul style="list-style-type: none"> Knowledge of trauma-informed practice Knowledge of Individual Behaviour Plans, Pastoral Support Plans, or Safety Plans Understanding of common emotional and mental health needs in children and young people Ability to use behaviour or pastoral data to monitor and evaluate impact 	A, I, R

	<ul style="list-style-type: none"> • Ability to maintain accurate, confidential records and reports • Understanding of safeguarding responsibilities and procedures • Understanding of confidentiality, GDPR, and information sharing • Ability to prioritise workload and manage time effectively across multiple pupils and responsibilities 		
Personal Attributes	<ul style="list-style-type: none"> • Emotionally resilient, with the ability to cope with challenging behaviour in a professional and reflective manner • Consistent, fair, and calm in approach to pupil behaviour • Strong sense of professionalism, integrity, and accountability • Ability to act as a positive role model at all times • Empathetic, patient, and child-centred • Proactive and solution-focused • Respectful of diversity, inclusion, and individual pupil circumstances • Strong commitment to safeguarding and pupil welfare • Willingness to be visible and active across the school day 	<ul style="list-style-type: none"> • Reflective practitioner who seeks feedback and professional growth • Enthusiastic about contributing to wider school pastoral systems and culture • High aspirations for pupil behaviour, wellbeing, and long-term outcomes 	A, I, R

**Assessment Method – details how the criteria will be assessed*

A = Application Form, **I** = Interview, **R** = References, **D** = Documentary Evidence