



SIGMA TRUST

Person Specification

Behaviour Support Worker (Scale 4):
GROW (Secondary)

| Qualifications & Experience | Essential | Desirable |
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| <ul style="list-style-type: none"> NVQ Level 3 in learning support/behaviour support or equivalent qualification/experience | | * |
| <ul style="list-style-type: none"> Successful experience working with children in a school or similar environment | * | |
| <ul style="list-style-type: none"> GCSE Grade 4 in English and Maths or equivalent (C grade or above) | * | |
| Skills and Knowledge | Essential | Desirable |
| <ul style="list-style-type: none"> Being aware of and working with policies in relation to inclusion, child protection and physical contact with pupils. | * | |
| <ul style="list-style-type: none"> Good working knowledge of ICT to support learning | | * |
| <ul style="list-style-type: none"> Ability to write and contribute to detailed reports, letters and complete returns. | * | |
| <ul style="list-style-type: none"> Ability to use clear language to communicate information unambiguously and to listen effectively | * | |
| <ul style="list-style-type: none"> Specialist language/communication skills if appropriate | | * |
| <ul style="list-style-type: none"> Ability to negotiate effectively with adults and children | * | |
| <ul style="list-style-type: none"> Ability to demonstrate a range of effective behaviour management strategies | * | |
| <ul style="list-style-type: none"> Ability to demonstrate that you encourage the inclusion of pupils with emotional and/or behavioural difficulties in a mainstream setting | * | |
| <ul style="list-style-type: none"> Good understanding of the school curriculum | | * |
| <ul style="list-style-type: none"> Good working knowledge of specialist curriculum area(s) if appropriate | | * |
| <ul style="list-style-type: none"> Good understanding of child development | | * |
| <ul style="list-style-type: none"> Ability to assist in the assessment of progress and performance and recommend appropriate strategies to support development | * | |
| <ul style="list-style-type: none"> Participate in the evaluation of the support programme and to contribute to assessment, planning, monitoring and evaluations. | * | |
| <ul style="list-style-type: none"> Understand and support the importance of physical and emotional wellbeing programme | * | |
| <ul style="list-style-type: none"> Ability to make a proactive contribution to the work of the team supporting children, their families and carers | * | |

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| <ul style="list-style-type: none"> Ability to work with parents and carers to improve support for children | * | |
| <ul style="list-style-type: none"> Contribute to the development and implementation of effective systems to share and safeguard information | | * |
| <ul style="list-style-type: none"> Demonstrate a highly creative approach to supporting children and an ability to resolve problems independently | * | |
| Personal | Essential | Desirable |
| <ul style="list-style-type: none"> Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults | * | |
| <ul style="list-style-type: none"> Ability to make a distinctive contribution to the work of a team | * | |
| <ul style="list-style-type: none"> High expectations of self and others | * | |
| <ul style="list-style-type: none"> The ability to work to deadlines and under pressure | * | |
| <ul style="list-style-type: none"> Ability to ensure confidentiality | * | |
| <ul style="list-style-type: none"> Ability to be a self-starter, work in a team and deliver agreed objectives | * | |
| <ul style="list-style-type: none"> Approachable | * | |
| <ul style="list-style-type: none"> Identify and undertake personal development opportunities and suggest personal development targets | * | |

GREATER THAN THE SUM OF ITS PARTS