



**SIGMA TRUST**

**Person Specification**

**Behaviour Support Worker (Scale 4):**  
**GROW (Primary)**

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

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

**GREATER THAN THE SUM OF ITS PARTS**