

Person Specification

Behaviour Support Worker (Scale 4):

GROW (Primary)

Qualifications & Experience	Essential	Desirable
<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 	*	

<ul style="list-style-type: none"> Ability to work with parents and carers to improve support for children Contribute to the development and implementation of effective systems to share and safeguard information 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 Ability to make a distinctive contribution to the work of a team High expectations of self and others The ability to work to deadlines and under pressure Ability to ensure confidentiality Ability to be a self-starter, work in a team and deliver agreed objectives Approachable Identify and undertake personal development opportunities and suggest personal development targets 	*	*
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GREATER THAN THE SUM OF ITS PARTS