

Please ensure that you read the person specification carefully as this will be used to assess candidates as part of the shortlist and interview process.

Factor	Essential	Desirable	Ascertained by
Experience	<ul style="list-style-type: none"> • Experience of working with children in a school or similar setting. • Experience of supporting children with additional needs and/or challenging behaviour. 	<ul style="list-style-type: none"> • Experience working in an SEMH, SEND or alternative provision setting. • Experience of delivering or supporting interventions. 	References Interview
Skills and Knowledge	<ul style="list-style-type: none"> • Understanding of children’s social, emotional and behavioural needs. • Ability to build positive, trusting relationships with children. • Calm, consistent and empathetic approach to behaviour support. • Good communication skills and ability to work as part of a team. • Ability to follow guidance, plans and instructions accurately. 	<ul style="list-style-type: none"> • Training in trauma-informed practice, attachment, de-escalation or behaviour support. • Knowledge of EHCPs and personalised support plans. • Understanding of safeguarding and child development. 	Application, References
Personal Attributes	<ul style="list-style-type: none"> • Be nurturing, patient and emotionally resilient. • Be driven to help children Aspire, Believe and Achieve. • Demonstrate honesty, integrity and professional reliability. • Be able to stay calm under pressure and manage changing situations. • Show warmth, positivity and enthusiasm in everyday interactions. • Embrace creativity, outdoor learning and hands-on experiences. • Be reflective, eager to learn and open to professional development. • Show a genuine commitment to inclusive education and equality of opportunity. • Have high expectations for behaviour, progress and wellbeing. 		Application, Interview, References
Safeguarding	<ul style="list-style-type: none"> • Understand and uphold the statutory requirements of safeguarding and child protection. • Maintain professional boundaries and confidentiality. • Act immediately if concerned about a child’s welfare. • Adhere to all policies and guidance set out in Keeping Children Safe in Education. • Use alternative methods of communication to support the safeguarding team to follow school procedures when keeping children safe. 		Application, Interview