



**Person Specification**

**Intensive Behaviour Support Worker**

The successful candidate will be well motivated, able to use his/her initiative and enjoy the level of responsibility involved in this post.

**A = Application    R = Reference    I = Interview or assessment    C = Certificate**

<b>A</b>	<b>Qualifications</b>	<b>Essential or Desirable</b>	<b>Assessed via</b>
1	Excellent numeracy/literacy skills equivalent to A* - C GCSE level or to NVQ level 2 in English and Maths	E	A/R/C
2	First Aid Certificate	D	A/R/C
<b>B</b>	<b>Experience and knowledge</b>	<b>Essential or Desirable</b>	<b>Assessed via</b>
1	Full working knowledge of relevant policies/codes of practice/legislation	D	A/I/C
2	Willingness to obtain or enhance qualifications and training for the post	E	A/R/C
3	Working knowledge and experience of implementing the national curriculum and other relevant learning programmes/strategies	D	A/I/C
4	Knowledge of health issues affecting young people including drug and alcohol use and mental health issues	E	A/I/C
5	Experience of working with children of secondary age in a learning environment	E	A/I
6	Experience of working with 'hard to reach' young people	D	A/I
7	Significant and successful experience of working with children with challenging behaviour, in an education provision	D	A/I
8	Experience of implementing therapeutic programmes (Cognitive Behaviour Therapy) with individuals or groups of children and experience of multi-agency working	D	A/I
9	Successful involvement in planning, implementing and evaluating initiatives to raise achievements of students with challenging behaviour or at risk of suspension	D	A/I
10	Experience of using SIMs system	D	A/I

<b>C</b>	<b>Skills and abilities</b>	<b>Essential or Desirable</b>	<b>Assessed via</b>
1	Demonstrate an understanding of the principles of inclusion and a commitment to inclusive education for all	D	A/I
2	Working knowledge of the range of programmes/strategies available to support children at risk of suspension	D	A/I
3	Knowledge of the role of external agencies and the role that they can play to provide support for students within the academy	D	A/I
4	Can use ICT effectively to support learning	D	A/I
5	Work constructively as part of a team, understanding roles and responsibilities and your own position within these	D	A/I
6	Able to improve own practice/knowledge through self-evaluation and learning from others	E	A/I
7	Ability to manage a complex workload, and to work independently to tight deadlines	E	A/I
8	Ability to relate well to children and adults	E	A/I
<b>D</b>	<b>Behaviour and Other Related Characteristics</b>	<b>Essential or Desirable</b>	<b>Assessed via</b>
1	The ability to promote and maintain the highest standards in all aspects of their work in the academy	E	A/I
2	Excellent written and communication skills as evidenced by application and interview	E	A/I
3	A flexible approach to work, including a sense of humour	E	A/I
4	Team player with enthusiasm and perseverance	E	A/I
5	A commitment to abide by and promote the Academies' Equal Opportunities, Health and Safety and Child Protection Policies	E	A/I
6	High expectation of attendance over the last 2 years	E	A/I
7	An Enhanced Disclosure and Barring Service Check will be requested in the event of a successful applicant	E	A/I