



**Person Specification for Thrive Practitioner**

**Information provided on the application form will be assessed against the criteria listed on this Person Specification to shortlist candidates for interview.**

<b>Essential Qualifications</b>	<ul style="list-style-type: none"> <li>• Thrive Practitioner qualification or willingness to undertake this</li> <li>• Good standard of general education with a minimum GCSE Grade C/4 (or equivalent) in English and Maths</li> <li>• Evidence of continuous professional development in relevant SEMH/SEN</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with primary age children with SEMH needs and barriers to learning is essential</li> <li>• Experience of the Thrive approach and leading individual and group Thrive sessions is essential</li> <li>• Experience of delivering specific wellbeing intervention programmes is desirable</li> <li>• Experience of identifying social and emotional factors which affect a child's capacity to learn and develop is desirable</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Ability to assess pupil learning, monitor and track progress and keep up-to-date records</li> <li>• Good interpersonal skills and an ability to relate and communicate effectively with children, staff and parents and an ability to overcome communication barriers with children and adults</li> <li>• Ability to encourage positive interactions and socially responsible behaviour in pupils.</li> <li>• Ability to work well as part of a team and show initiative when appropriate</li> <li>• Proven ability to manage a demanding workload and work under pressure</li> <li>• Competent ICT skills</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Understanding of the complex lives that some children lead and the principles of child development</li> <li>• Knowledge of a range of behaviour management strategies and techniques</li> <li>• Knowledge of policies and procedures relating to safeguarding, health &amp; safety, security, equal opportunities and confidentiality</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Caring, approachable, honest, understanding, consistent, assertive and calm</li> <li>• Excellent communication skills including a good standard of spoken and written English and presentation skills</li> <li>• Committed to equality and inclusion for all children</li> <li>• Adaptability and willingness to assist with other aspects of school life</li> <li>• Willingness to continue learning, developing and training.</li> </ul>