

Person Specification

Learning Support Professional - Wellbeing

This acts as selection criteria and gives an outline of the type of person and the characteristics needed to fulfil this role.

Essential - without which candidate would be rejected

Desirable - useful for choosing between two good candidates

| Essential | Desirable |
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| Commitment: To raising standards To equality principles and practice To the success of the Academy and of its students To maintaining the caring and supportive ethos of the school To the safeguarding of children and young people | |
| Qualifications Level 3 qualifications or above. High standards of personal literacy, Level 2 in Maths and English or above. | Qualifications Educated to degree level Qualifications relating to Learning Support, Health Child Care, Youth Work or practical skills. |
| Experience Experience of working with multi-disciplinary teams. Experience of writing and evaluating interventions. Experience of managing resources. Has demonstrated personal effectiveness in improving the quality of student wellbeing Experience of working with children at Secondary age. Experience of providing a positive and supportive presence in the daily operations of the school | Experience Any additional experience of children with Special Educational Needs. Experience of working successfully with disengaged learners. |
| Knowledge/Skills/Abilities Evidence of relevant continuing professional development and training relating to the wellbeing of students. Understanding of health and safety issues and good practice to support students with SEND. | Knowledge/Skills/Abilities Be proficient in the use of SIMS data management system and 4Matrix. |

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| <p>Understanding of child protection issues.</p> <p>Good understanding of child development and learning processes.</p> <p>Knowledge of statutory frameworks relating to SEN including the new code of practice.</p> <p>Expert practitioner status in a relevant intervention e.g. Social Stories, Behaviour Management, Mental Health, Anger Management.</p> <p>Ability to communicate effectively orally and in writing to a range of audiences.</p> <p>Effective use of data to set appropriate and challenging targets for student performance.</p> <p>Ability to identify and facilitate a planned programme of CPD in response to development priorities and identified student needs.</p> <p>Ability to use ICT to effectively differentiate for a range of learners with varying needs.</p> | |
| <p>Equality Issues</p> <p>A commitment to abide by and promote the Academy's Equal Opportunities, Health and Safety and Child Protection Policies</p> | <p>Equality Issues</p> |
| <p>Other Requirements</p> <p>Able to prioritise and remain calm under pressure</p> <p>Ability to accept responsibility for problems that may arise and actively seek solutions</p> <p>Prepared to undertake further job-related training as required.</p> <p>Commitment to self and team development</p> <p>Commitment to lead extra-curricular activities</p> <p>Innovative and forward thinking</p> <p>The post holder will require an enhanced DBS check</p> <p>Ability to adapt and support in areas and specialisms beyond specialism</p> | <p>Willingness to 'go the extra mile'</p> |