Behaviour for Learning Lead – Person Specification

	Essential	Desirable
Qualifications and training	The successful candidate will: • Hold a degree or equivalent qualification in a related discipline	• Undertaken behaviour management and safeguarding training
Experience	The successful candidate will have experience of: • Undertaking relevant and effective CPD • Working with pupils with behavioural issues • Supporting pupils' SEMH needs • Implementing behaviour management strategies	• Experience of creating individual learning plans for pupils
Knowledge and skills	The successful candidate will have: • Knowledge of statutory requirements regarding the education sector and pupil wellbeing • Proven awareness and respect for the highly sensitive status of information and its confidentiality • Excellent written and verbal communication skills • An ability to motivate colleagues • Knowledge of safeguarding procedures • The ability to review policy and procedures • A good understanding of child development, learning processes and barriers to learning The successful candidate will be able to: • Work as part of a team as well as independently • Adapt activities to ensure they are inclusive • Effectively delegate tasks and responsibilities • Manage projects and lead a group • Be proactive in the protection of children in reference to safeguarding procedures and protocols • Develop and implement effective plans of support and behaviour management strategies • Identify triggers of poor behaviour and barriers to learning	
Personal qualities	The successful candidate will have: • Good time management and the ability to prioritise tasks effectively • A well-developed sense of empathy • An excellent attendance and punctuality record • High expectations of self and professional standards • The ability to maintain successful working relationships with other colleagues	

| | • A willingness to work outside of the timetabled day, where necessary
• High levels of drive, energy and integrity
The successful candidate will be able to:

• Consistently promote good behaviour throughout the school
• Plan and take control of situations
• Work flexibly, attending and contributing towards meetings and training outside of their specified work hours
• Commit to contributing to the wider school and its community | |

The main purpose of the competencies is to define the standards of behaviour and conduct required by the organisation. All employees are expected to perform satisfactorily to the generic employee competencies which are reviewed as part of the school performance/appraisal and development review scheme for all employees.

Competency	Definition
Communicating Effectively	• Communicate effectively face to face, by telephone or written word with a diverse range of people • Make effective use of new technology in communications contribution
Being parent/pupil/colleague focused	• Provides excellent service when dealing with parents/pupils/colleagues • Develops and maintains positive working relationships with parents/pupils/colleagues • Contributes to the continual improvement of services
Effective Team Working	• Develops and maintains positive working relationships with other team members • Develops positive working relationships with other teams both within and outside the organisation (e.g "colleagues" in the voluntary sector or health service) • Contributes to the achievement of team goals
Personal Organisation & Effectiveness	• Achieves personal objectives on time and to the agreed standard whilst having consideration for the effect on others
Personal Development	• Take responsibility for the development and learning of self and others
Making the most of Information & Communications Technology	• Can operate all technology necessary for the job role

The Bishops' Memorandum sets out the Catholic Bishops' Conference of England and Wales' expectations about the appointment of staff in Catholic schools.

The preservation and development of the quality and distinctive nature of Catholic schools depends on the faith, practice and commitment of the teachers in the schools, working with their Governing Body.

'I have come that they have life and have it to the full' John 10:10

The Catholic Church understands the vocation of a teacher and other adults who work in schools as a form of ministry within the Church.

All adults who work in Catholic schools are employed to participate in the Church's teaching office, exercising this ministry in accordance with the Church's teachings. This requires all adults who work in Catholic schools to be witnesses in word and deed to the Divine Teacher, Jesus Christ.

To find adults to work in Catholic schools who combine personal conviction and practice of the faith with the required professional qualifications and experience, especially in specialist subjects, is always a high priority.

The recognition of the role that Catholic teachers and staff play stands alongside the value we place on teachers and staff of other Christian denominations, other Faiths and other teachers who contribute to and support the Catholic ethos in our schools. We recognise the great contribution they make in helping to ensure that our pupils are equipped to communicate with and participate in contemporary society.