



Solihull Academy
Person Specification – Behaviour Support Assistant

	Essential	Desirable	Methods of Assessment
Qualifications	<ul style="list-style-type: none"> • Good levels of competency in literacy & numeracy • A minimum of 5 GCSE's (or equivalent) to include English & Maths at Grade C 	<ul style="list-style-type: none"> • Undertaken a professional training course in Behaviour Management • Successful experience of working with children with SEN • Level 3 Teaching Assistant Qualifications or Supporting Teaching & Learning in School Certificate (Level 3) • Evidence of Further Education such as A Levels 	<ul style="list-style-type: none"> • Application • Qualifications
Experience	<ul style="list-style-type: none"> • Good working knowledge of ICT to support learning and performance of own role • Ability to demonstrate effective implementation of the school's relationships policy • Ability to demonstrate that you encourage the inclusion of students with emotional and/or behavioural difficulties • Understand and support the importance of physical and emotional wellbeing • Ability to support teacher/practitioner to set a positive learning environment for the children you work with • Ability to make a proactive contribution to the work of the team supporting children, their families and carers • Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults 	<ul style="list-style-type: none"> • Experience with tracking Attendance • Experience of working in a learning environment such as a learning centre or school/college • Experience of ICT packages i.e. Word, PowerPoint, SIMS 	<ul style="list-style-type: none"> • Application • References • Interview
Knowledge	<ul style="list-style-type: none"> • Knowledge of Behaviour 	<ul style="list-style-type: none"> • An understanding of the 	<ul style="list-style-type: none"> • Application

	<p>strategies and strategies to support children in the classroom</p> <ul style="list-style-type: none"> • Some knowledge of KS3 and/or KS4 curriculums • Good understanding of child development Ability to assess progress and performance and recommend appropriate strategies to support development 	<p>challenges faced by children with recognised difficulties such as Autism, Asperger's, ADHD, Dyslexia etc.</p>	<ul style="list-style-type: none"> • References • Interview
Skills	<ul style="list-style-type: none"> • Excellent people skills and emotional intelligence <ul style="list-style-type: none"> • Ability to engage and motivate pupils • Effective time management skills which allow students to complete set activities at an appropriate pace • Ability to deploy behaviour management strategies effectively • Ability to listen effectively • Ability to work effectively with a range of adults • Good organisational skills • Ability to manage and support the work of others, as required and appropriate 	<ul style="list-style-type: none"> • Ability to develop and lead pastoral interventions 	<ul style="list-style-type: none"> • Application • References • Interview
Other	<ul style="list-style-type: none"> • Commitment to inclusion • To undergo an enhanced DBS check • Full Driving Licence 	<ul style="list-style-type: none"> • Willingness to take a minibus test and drive a minibus 	<ul style="list-style-type: none"> • Interview