



Person Specification

Post: Behaviour Intervention Manager			
	Essential	Desirable	Method of Assessment
Qualifications			
<ul style="list-style-type: none"> Demonstrable levels of numeracy and literacy equivalent to GCSE (A*-C) or above in English and Maths 	✓		Application form
<ul style="list-style-type: none"> A current UK driving license 		✓	
Professional experience			
<ul style="list-style-type: none"> Pastoral experience with students of secondary age 	✓		Application form
<ul style="list-style-type: none"> Experience of working with colleagues in other teams or from other institutions 	✓		
<ul style="list-style-type: none"> Experience in meeting the needs of vulnerable or disadvantaged students 	✓		
<ul style="list-style-type: none"> Have experience of working with small groups of students or individuals to deliver behaviour or social/emotional interventions 	✓		
Philosophy			
<ul style="list-style-type: none"> Commitment to the aims of the School 	✓		Application form and letter of application
<ul style="list-style-type: none"> Commitment to continuous improvement and sharing of good practice 	✓		
Key skills, attributes and personal qualities			
<ul style="list-style-type: none"> Able to form and maintain appropriate professional relationships and boundaries with students. 	✓		Application letter and interview
<ul style="list-style-type: none"> Willingness to work constructively as part of a team. 	✓		
<ul style="list-style-type: none"> Supervise students effectively in line with the school's behaviour policy 	✓		
<ul style="list-style-type: none"> Be a good role model for students. 	✓		Engagement with students
<ul style="list-style-type: none"> Work in partnership with parents and teachers 	✓		
<ul style="list-style-type: none"> A commitment to helping students achieve, through education and learning 	✓		References
<ul style="list-style-type: none"> Competent use of ICT skills to support learning and maintain electronic information systems 	✓		
<ul style="list-style-type: none"> Use own initiative and work flexibly 	✓		



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• Deal with sensitive information in a confidential manner	✓		
• Flexibility and ability to work under pressure and meet deadlines	✓		
• Good organisational and time management skills, including ability to multi-task	✓		
• Ability to develop good working relationships with other staff	✓		
• Good written and communication skills	✓		
• Emotional resilience in working with challenging behaviours	✓		
• Attend school training sessions and other training opportunities	✓		
• Experience of using behaviour management strategies	✓		
• Be patient and have perseverance	✓		
Professional knowledge/understanding	Essential	Desirable	
• Understanding of how SEND conditions such as ASD and ADHD may present in the school environment, and appropriate strategies that can be used to support them	✓		
• Training in relevant learning strategies, e.g. literacy and numeracy	✓		
• General understanding of the KS3 and 4 programmes of study		✓	
• Ability to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these	✓		
• Ability to lead small-group work under the direction of the teacher	✓		Application letter and interview
• Understanding of the importance of inclusion	✓		
• Understanding of issues affecting behaviour and barriers to learning	✓		References
• Ability to implement individual behaviour improvement strategies	✓		
• Excellent interpersonal skills both in working relationship with students and staff	✓		
• Understand monitoring and evaluating systems in a school setting		✓	



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For information

Category (E) – ESSENTIAL - without which the candidate would be unable to carry out the duties of the post

Category (D) – DESIRABLE FEATURES which would normally enable the successful candidate to perform the duties and tasks better and more efficiently than one who did not have the qualifications, training, experience etc.