

### Seclusion Manager – Person Specification

**You should be able to demonstrate that you meet the following criteria:**

**E = Essential**  
**D = Desirable**

**Measured by:**

**A. Application Form**  
**C. Interview**

**B. Test / Exercise**  
**D. References**

Qualifications		
<b>E</b>	GCSE level of education C or equivalent (to include English and maths)	<b>A</b>
<b>D</b>	Relevant qualification or experience	<b>A</b>
<b>E</b>	A good level of appropriate ICT skills	<b>A</b>

Experience/Knowledge		
<b>D</b>	• Recent successful experience in demonstrating impact in a similar role	<b>A C</b>
<b>E</b>	• Recent successful experience of supporting students overcome a range of personal barriers to achieve academic success	<b>A C</b>
<b>E</b>	• The ability to develop positive relationships with a wide range of young people.	<b>A C</b>
<b>E</b>	• Experience in developing bespoke personalised intervention to overcome barriers to learning	<b>A C</b>
<b>E</b>	• Experience of working and leading in an education setting with challenging students	<b>A C</b>
<b>E</b>	• Experience in improving the behaviour and attendance of groups of students	<b>A C</b>
<b>E</b>	• Successful contributions to team work	<b>A D</b>
<b>E</b>	• Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	<b>A B</b>
<b>E</b>	• Knowledge, understanding and commitment to safeguarding and promoting the welfare of students	<b>A D</b>

Skills, Attributes and Abilities		
<b>E</b>	• Ability to work under pressure and meet deadlines	<b>A B C</b>
<b>E</b>	• Strong interpersonal skills and ability to communicate effectively with children and adults	<b>A</b>
<b>D</b>	• Successful experience of developing appropriate strategies for children with SEMH needs	<b>A C</b>
<b>E</b>	• Strong interpersonal skills and ability to communicate effectively with children and adults	<b>A C</b>
<b>E</b>	• An ability to keep accurate and up to date records	<b>A</b>
<b>E</b>	• Ability to use ICT for recording, monitoring and reporting	<b>A C</b>
<b>E</b>	• Effective interpretation, analysis and use of data	<b>A C</b>
<b>E</b>	• Be resilient, reliable, in good health, and possess a sense of humour	<b>A C</b>
<b>E</b>	• Ability to use progress data of students to benchmark, track and improve attendance of students for whom responsible	<b>A C</b>
<b>E</b>	• Emotional resilience in working with challenging behaviours; and attitudes to the use of authority and maintaining discipline	<b>A C</b>
<b>E</b>	• Able to deal sensitively with people and achieve positive outcomes	<b>A C</b>
<b>E</b>	• High level of motivation and commitment	<b>A C</b>
<b>E</b>	• Commitment to own personal development and learning	<b>A C</b>
<b>E</b>	• To promote equality, diversity and inclusion and demonstrate this within the role.	<b>A C</b>
<b>E</b>	• To be responsible for promoting and safeguarding the welfare of students	<b>A C</b>
<b>E</b>	• Ability to form and maintain appropriate relationships and personal boundaries with students	<b>A C</b>
<b>E</b>	• Ability to self-manage and be innovative.	<b>A C</b>

General		
<b>E</b>	• Respectful towards all students, with total belief in their entitlement to a high quality education, whatever their circumstances and ability	<b>A C</b>
<b>E</b>	• Committed to the principles of the Academy programme	<b>C</b>
<b>E</b>	• Possess personal integrity, warmth and a willingness to grow and learn	<b>A C</b>
<b>E</b>	• Commitment to the education of the 'whole child,' i.e. social, emotional and citizenship development	<b>A C</b>
<b>E</b>	• Enhanced DBS Check	<b>C</b>