

## Person Specification

<b>Job title:</b>	Behaviour Support Officer		
<b>Reports to:</b>	Vice Principal for Behaviour/SLT	<b>Scale H:</b>	Points 24 - 27
<b>CRITERIA</b>			<b>EVIDENCE</b>
<b>EDUCATION AND PROFESSIONAL QUALIFICATIONS</b>			<b>(See Key)</b>
<b>Essential</b>			
1.	A level of education that enables support to be given to students aged 11-16 including those preparing for GCSE. This requires at least 5 GCSEs at Grade C and above which must include English/Maths or hold equivalent qualifications.		1, 2 & 3
<b>Desirable</b>			
2.	Professional qualification in related area e.g. Social Work, Behaviour Management, Teaching, Anger Management, Counselling etc		1, 3 & 4
3.	Experience of SIMs/other MIS systems within a school setting		1 & 3
4.	Able to produce reports		1 & 3
<b>KNOWLEDGE</b>			
<b>Essential</b>			
5.	Working with young people, parents, carers and school staff		1, 3 & 4
6.	Some understanding of Data Protection/GDPR		1, 3 & 4
7.	Excellent customer service, organisational and communication skills		1, 3 & 4
8.	Able to challenge in a constructive manner		1, 3 & 4
9.	Knowledge of ICT systems including Microsoft Word, Excel and PowerPoint		1 & 3
<b>EXPERIENCE</b>			
<b>Essential</b>			
10.	Able to convey authority and gain students' respect, apply boundaries and motivate		1, 3 & 4
11.	Ability to work on own or with others as part of a team		1, 3 & 4
<b>Desirable</b>			
12.	Working with young people who have emotional or behavioural difficulties		1, 3 & 4
13.	Previously worked in or with a school setting		1
<b>KEY SKILLS</b>			
<b>Essential</b>			
1.	Excellent interpersonal skills and to be able to communicate effectively both orally and in writing, which enable good relationships to be built with young people and adults.		1, 3 & 4
1.	Ability to work independently but know when to seek help		1 & 3
2.	A willingness to support and encourage young people who may have emotional and behavioural difficulties		1, 3 & 4
3.	Ability to establish and maintain effective working relationships at all levels whilst demonstrating a flexible approach		3
<b>OTHER FACTORS</b>			
<b>Essential</b>			
1.	Ability to form and maintain appropriate relationships and personal boundaries with children in accordance with Safeguarding practices		1, 3 & 4
1.	Personal and professional resilience		1 & 3
1.	Flexibility in working hours according to the needs of the role/school		1 & 3
1.	Ability to deal sensitively and appropriately with confidential, personal information		1, 3 & 4
1.	Ability to work under pressure, to set deadlines and to prioritise		1, 3 & 4
1.	Ability to work with a wide variety of people internal and external.		1 & 3
2.	An awareness and sensitivity to students' needs.		1 & 3
3.	Able to prioritise own workload and the workload of others in order to meet deadlines		1
4.	Ability to be proactive and use own initiative to be creative and think beyond the obvious solutions		1 & 3

5.	Good understanding of confidentiality and integrity when handling student information	1, 3 & 4
6.	Interpret and communicate data effectively	1 & 3
7.	Experience of delivering extra-curricular activities to young people	1, 3 & 4
8.	Effective and systematic behaviour management, with clear boundaries, sanctions, praise and reward	1 & 3

**Person Specification prepared by:** HR

**Designation:** Budmouth Academy Weymouth

**Date:** April 2025

**Evidence method for criteria**

1. Application Form 2. Sight of Certificates 3. Interview 4. References