

## Person Specification – Engagement and Support Officer

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| <b>Qualifications</b>  |           |
| GCSE Maths and English, minimum grade C, or equivalent   | Essential |
| Evidence of recent professional development  | Essential |
| First aid qualification / training   | Desirable |
| <b>Experience</b>  |           |
| Relevant, recent experience in an 11-16 school in a similar position   | Essential |
| Evidence of successful impact on pupil progress and SEMH   | Essential |
| Experience of working with pupils with a variety of SEMH needs including pupils with SEBD SEN and having successful outcomes   | Essential |
| Experience of working positively with individual or small groups to reflect on and find strategies for SEMH concerns   | Desirable |
| Experience of restraint training   | Desirable |
| Evidence of CPD in a relevant area   | Desirable |
| Experience of working with parents/carers and other agencies   | Essential |
| Experience of working successfully as part of a team   | Essential |
| <b>Skills, Knowledge and Understanding</b>   |           |
| A good knowledge of strategies and techniques in behaviour management and the ability to effectively communicate with pupils in a professional, confidential and compassionate way | Essential |
| An understanding and belief in the power of inclusive education  | Essential |
| Knowledge of the different types of outside agencies and services that can support pupils with effective outcomes  | Essential |
| An ability to diffuse difficult situations and find constructive ways forward with a focus on removing obstacles to learning   | Essential |
| Ability to communicate effectively and appropriately with both staff and pupils, and to be able to prepare reports, profiles and maintain clear and comprehensive records          | Essential |
| A familiarity with IT and with its educational uses as well as an ability to use it effectively to fulfil data input requirements  | Essential |
| <b>Personal Qualities</b>  |           |
| Ability to relate well to people at all levels   | Essential |
| Ability to inspire, challenge, influence and motivate others   | Essential |
| An absolute commitment to the belief that every child deserves the very best education   | Essential |
| A passion for the values of community education  | Essential |
| An ability to maintain professional integrity even when under pressure   | Essential |
| Flexibility and resilience   | Essential |
| An ability and desire to work in a high challenge and low threat way to ensure improvement in all areas  | Essential |
| High organisational skills including the ability to prioritise and manage time effectively   | Essential |
| Capacity and enthusiasm for hard work and challenge  | Essential |
| Able to work as part of a team whilst also being self-motivated  | Essential |
| Emotional intelligence   | Essential |
| Capacity to reflect on practice  | Essential |
| An understanding of the strategies for ensuring inclusion, diversity and access  | Essential |
| Reliability, honesty and trustworthiness, demonstrating the highest professional standards   | Essential |
| Ability and confidence to communicate effectively both verbally and in writing   | Essential |
| A commitment to on-going personal development and willingness to undertake appropriate training  | Essential |
| Evidence of commitment to safeguarding and protecting the welfare of children  | Essential |

**Appointment to the post is subject to a satisfactory enhanced DBS check.**

**This post is exempt from section 4(2) of the Rehabilitation of Offenders Act (1974) as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purposes.**