

PERSON SPECIFICATION

Job	Regulation and Engagement Support
Band	G
Point:	18-23

	CATEGORY	ESSENTIAL	DESIRABLE
Achievements & Experience	<ul style="list-style-type: none">• An understanding of working with children/young people with special educational needs (SEN).	/	
	<ul style="list-style-type: none">• Experience of strategies to support pupils with additional needs.	/	
	<ul style="list-style-type: none">• Knowledge of Safeguarding practices and procedures.	/	
	<ul style="list-style-type: none">• A commitment to promoting equal opportunities and meeting individual needs.	/	
Skills, Knowledge & Experience	<ul style="list-style-type: none">• Knowledge and understanding of positive, proactive strategies to support wellbeing, engagement and regulation.	/	
	<ul style="list-style-type: none">• Knowledge of SEN, additional needs and its impact on learning.	/	
	<ul style="list-style-type: none">• 1-1 support for pupils on emotional and social development.	/	
	<ul style="list-style-type: none">• Knowledge of PSHE curriculum		/
	<ul style="list-style-type: none">• Confidence and excellent interpersonal skills.	/	
	<ul style="list-style-type: none">• Ability to establish good and productive working relationships with a range of people including pupils, parents, colleagues and other professionals.	/	
	<ul style="list-style-type: none">• Ability to work as part of a team.	/	
	<ul style="list-style-type: none">• Ability to be flexible in approach when delivering activities and supporting individual pupil's learning to promote success in achieving identified aims.	/	
	<ul style="list-style-type: none">• Excellent observational skills.	/	

	<ul style="list-style-type: none"> • Ability to provide effective feedback, both written and verbal, following activities. • Good IT skills including word processing. 	/	
	<ul style="list-style-type: none"> • To be self-motivated and focused on pupil outcomes. 	/	
Qualities & Attitude	<ul style="list-style-type: none"> • Highly motivated with a capacity for hard work. • Adaptable and pro-active in approach. • Positive attitude and aspirational for all. • Good level of resilience • Understand behavior as communication, and demonstrate a commitment to addressing root causes of dysregulation in order to secure the best outcomes for individual pupils. 	/ / / / /	