

**Person Specification: Student Behaviour Worker**

June 2026

| Attributes  | Essential  | Desirable   |
|---|--|---|
| <b>Experience</b><br>(Relevant work and other experience) | <ul style="list-style-type: none"> <li>• Experience of working with children in a secondary mainstream, youth work or specialist setting.</li> <li>• Experience in preparing written reports with clear aims, content and outcomes.</li> <li>• Knowledge of a range of strategies to promote positive behaviour.</li> <li>• Understanding of Child Protection and Health and Safety Regulations.</li> <li>• Awareness of confidentiality issues linked to home/ student/ teacher /school work.</li> </ul>  | <ul style="list-style-type: none"> <li>• Experience of using technology to support learning e.g. Google Classroom</li> <li>• Experience working in Alternative Provision</li> </ul>   |
| <b>Education &amp; Qualifications</b>                     | <ul style="list-style-type: none"> <li>• Relevant qualifications for EG. NVQ Level 3 or above and GCSE Grade C or equivalent in Maths and English.</li> <li>• Evidence of further study above GCSE level.</li> </ul>   | Degree level Education in related fields such as:<br>Psychology<br>Youth Work or Teaching<br><br>First Aid Qualification.   |
| <b>Training</b>   | <ul style="list-style-type: none"> <li>• Willingness to undertake training and professional development in a specialist area E.g. Anger Management Strategies or Emotional Literacy in order to support students.</li> <li>• Willingness to undertake Safeguarding Training</li> </ul>   | .   |
| <b>Skills and Abilities</b>                               | <ul style="list-style-type: none"> <li>• Ability to work effectively as a member of a team.</li> <li>• Understanding of restorative practices and ability to resolve conflict using these strategies.</li> <li>• Good, clear communication skills, oral and written.</li> <li>• Ability to motivate, engage and relate to students, especially those with SEMH needs or those lacking motivation</li> <li>• Highly motivated; ability to work with minimum supervision.</li> <li>• Excellent interpersonal skills.</li> <li>• Ability to stay calm under pressure.</li> <li>• Eye for detail and committed to accuracy.</li> <li>• Ability to keep to procedures.</li> </ul> | <ul style="list-style-type: none"> <li>• Confident to liaise with a range of stakeholders, including external professionals and parents</li> <li>• Meticulous attention to detail.</li> <li>• Awareness of data protection.</li> <li>• Ability to follow written procedures.</li> </ul> |

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| <b>Personal qualities</b> | <ul style="list-style-type: none"><li>• Commitment to the ethos and aims of the school.</li><li>• Excellent work ethic.</li><li>• Patient and conscientious.</li><li>• Excellent attendance and punctuality.</li><li>• Outstanding role model for students.</li><li>• Willingness to 'go the extra mile' in order to secure the best outcomes for students.</li></ul> |  |
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