



## Southfields Primary School

### Sunshine Intervention Manager/Deputy Manager Person Specification

Factor	Essential	Desirable	Ascertained by
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• GCSE Maths and English Grade C or above</li> <li>• Relevant NVQ3 or equivalent qualification</li> <li>• Trained to deliver Webster Stratton</li> <li>• Qualification in STEPS de-escalation and Positive Handling</li> <li>• Trained to complete EHCP and EHA requests</li> <li>• Behaviour Management Training</li> </ul>	<ul style="list-style-type: none"> <li>• NVQ 5 Leadership Diploma and Social Care</li> <li>• Social Care and Family Worker qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> </ul>
<b>Knowledge, understanding and experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with young people who are vulnerable and/or who have special educational needs</li> <li>• Experience of delivering behaviour and learning intervention to small groups of students or on a one to one basis</li> <li>• Experience of developing student profiles</li> <li>• Experience of working collaboratively with parents to secure better outcomes for young people</li> <li>• Experience of working with children and young people within an educational environment</li> <li>• Evidence of working with outside agencies linked to school</li> <li>• Experience of working in Family Intervention Partnership or Senior Case Worker in Social Care</li> <li>• Family support for Drug and Alcohol Misuse</li> <li>• Experience of working within LA Behaviour Panel</li> <li>• Ability to set and review targets relating to emotional and social development</li> <li>• Experience of working with MASG and MARAC</li> <li>• Risk assessment development for families</li> <li>• Evidence of writing family support plans</li> </ul>	<ul style="list-style-type: none"> <li>• Attending court cases to support and protect pupils</li> <li>• Evidence of impact in supporting within family homes</li> <li>• To have worked in a behaviour unit and have proven success</li> <li>• To have worked with families within the home with proven success</li> <li>• The ability to chair and lead meetings with clear agendas and outcomes</li> <li>• To have observed pupils' behaviour in various settings and</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• References</li> <li>• Interview</li> <li>• Specific qualifications or experience</li> </ul>

		<p>advised on next steps</p> <ul style="list-style-type: none"> <li>To have written or accessed appropriate behaviour support tools bespoke to individual needs</li> <li>To have worked within or closely with Social Services accessing training or experience that supports within education settings</li> </ul>	
<b>Communication</b>	<ul style="list-style-type: none"> <li>The ability to communicate highly effectively in a verbal and written form to a range of audiences</li> <li>Excellent interpersonal skills</li> <li>Ability to deliver the same message on different levels</li> <li>Caring and developmental</li> <li>Confident to challenge a professional to achieve the best outcome for pupils</li> </ul>		<ul style="list-style-type: none"> <li>Application form</li> <li>Interview</li> </ul>
<b>Skills and aptitudes</b>	<ul style="list-style-type: none"> <li>Ability to support teaching staff to enable students to achieve their full potential</li> <li>IT skills – Word, Excel</li> <li>Ability to motivate and encourage individuals and small groups of students under supervision</li> <li>Ability to assess, record, monitor and report on the progress of learners</li> <li>Solution focused</li> <li>An understanding of safeguarding issues</li> <li>An understanding of the principals of child development and learning processes</li> <li>An up to date knowledge and understanding of the practices and procedures within SEN, relating to the welfare, safety and education of students</li> <li>Excellent communication skills with pupils, parents and other staff</li> <li>Deliver academic (age/pupil) appropriate work to support learning beyond the classroom</li> </ul>	<ul style="list-style-type: none"> <li>An understanding of the current provision for students with special educational needs and current developments in SEN</li> </ul>	<ul style="list-style-type: none"> <li>Application form</li> <li>References</li> <li>Interview</li> </ul>
<b>Disposition</b>	<ul style="list-style-type: none"> <li>Team player, collegiate and collaborative</li> <li>Sensitive, perceptive and responsive to needs</li> </ul>		<ul style="list-style-type: none"> <li>Application form</li> <li>References</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Resilient and flexible</li><li>• Professional and proactive approach to work</li><li>• Reliability and consistency</li><li>• Positive attitude, optimistic, and a belief that all pupils can develop their social and emotional skills</li><li>• Willingness to go the “extra mile” for pupils, families and school staff to support behaviour and emotional development</li><li>• Succinctly share information using time effectively</li><li>• Strength of character and ability to deliver hard messages</li><li>• Able to maintain confidentiality</li></ul> |  | <ul style="list-style-type: none"><li>• Interview</li></ul> |
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