



Person Specification for a Student Support Manager

The Governors are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced DBS check will be carried out for the successful candidate.

Education, Training and Qualifications

Essential	Desirable
<ul style="list-style-type: none"> ▪ Good academic standard of general education to GCSE/A Level standard/NVQ L3 or equivalent or equivalent proven work experience at these levels ▪ Specialist training/development and work experience with either youth, social, counselling or education work ▪ Excellent communication, literacy and interpersonal skills, able to relate well to children, parents/carers, colleagues and other professionals ▪ Effective administrative and ICT skills and experience of using ICT in a learning environment ▪ A knowledge of current educational issues especially in relation to pastoral care and child protection ▪ Knowledge of support available from outside agencies 	<ul style="list-style-type: none"> ▪ First Aid qualification ▪ Professional qualification in education, youth or social work, or SEN ▪ Full working knowledge of all relevant policies /codes of practice and legislation ▪ Some specialist knowledge in specific areas e.g. multi agency links, transition and mobility, life skills, pupils with challenging behaviour, supporting parents ▪ Counselling/Coaching skills

Experience

Essential	Desirable
<ul style="list-style-type: none"> ▪ Experience of working with young people and families and children of relevant age 	<ul style="list-style-type: none"> ▪ Experience of contributing or delivering training ▪ Experience of working in a multi-agency setting ▪ Experience of working in an educational setting with students with different behaviours ▪ An understanding of how students learn and the potential barriers to learning



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Skills Knowledge and Aptitude

Essential	Desirable
<ul style="list-style-type: none">▪ Ability to engage with a holistic view of children and to be a positive role model to students▪ Ability to evaluate risk of abuse and assess the need for intervention▪ Ability to deal with complex student issues and liaise with the relevant personnel▪ Ability to manage a caseload and maintain oversight of all pupils in Intervention programmes▪ Ability to prioritise own workload▪ Able to work independently with individuals, small groups or a whole class as required▪ Ability to use initiative and apply effective problems solving skills▪ Ability to manage conflict and confrontational situations▪ Good supporting skills and ability to contribute to a team▪ To be flexible and multitask▪ Calm and positive approach▪ Clear thinking and able to take decisions; able to develop new approaches and to work creatively▪ Willingness to participate in training and personal development	<ul style="list-style-type: none">▪ Demonstrated ability to take significant responsibilities and coordination, willing to go beyond goals that are expected

Physical, mental and emotional demands

Essential	Desirable
<ul style="list-style-type: none">▪ Able to meet the physical demands of dealing with children with behavioural issues▪ Able to demonstrate resilience in dealing with challenging physical, mental and emotional situations▪ Sensitive to the needs of children and their parents/carers	