**Residential Worker Person Specification**

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| **1. Qualifications and Knowledge** | |  | |
| **ESSENTIAL** | | **DESIRABLE** | |
| GCSE pass at or above Grade C in English Language and Mathematics (or equivalent)  Willingness to undertake NVQ Level 3 children/social care  BSL Level 2 | | NVQ level 3 children/social care or willingness to do the course within two years of taking on the post.  BSL Level 3 or above  Behaviour Management Training  Epilepsy training  Intervenor training  Ability to use Braille or a willingness to develop this skill | |
|  | **2. Experience** | | |
| **ESSENTIAL** | | **DESIRABLE** | |
| Experience of working with CYP with MSI/deafblind or CYP with hearing impairment and/or visual impairment  Experience of working with children with behavioural and social and emotional needs.  Experience of supporting families with children and young people with disabilities  Experience of supporting CYP with sensory impairment in an inclusive educational setting  Ability to use Sign Language (including British Sign Language, Deafblind Manual Alphabet or On-Body Signing)  Knowledge and understanding of child development and an awareness of the effect of MSI/deafblindness on the processes of learning and communicating  Knowledge and understanding of Special Educational Needs and MSI/deafblind or HI/VI in particular  Commitment to equalities and a respect for diversity  “Can do” approach  Team working and co-operation  Experience of working in a residential setting  Experience of writing and delivering clear and concise reports  Knowledge of child protection and safeguarding vulnerable young people  Positive attitude to Deaf people, their culture and language | | Experience of working with students/ young people with a range of communication needs  Experience of working in a Deaf environment | |
|  | **3. Professional Development** | | |
| Evidence of continuing professional development  Ability to identify own training needs  Ability to reflect and improve own practice | | | Extended professional development through designated or award bearing courses |
|  | **4. Skills, Qualities and Abilities** | | |
| **ESSENTIAL** | | **DESIRABLE** | |
| Empathy with children and young people  High standards of personal conduct, credibility, honesty and integrity that inspires loyalty and trust  Ability to build and maintain good working relationships  Ability to remain positive and enthusiastic when working under pressure  Ability to resolve conflict  Ability to organise work, prioritise tasks, and manage time effectively  Ability to use IT effectively in communication and presentation of work  A commitment to equal opportunities and anti-discriminatory practices  Experience which illustrates self-motivation and use of initiative  Respond to change in a positive way  Develop and deliver interactive sessions to support students educational, social and emotional development  Ability to support student’s educational, social and emotional development thorough a waking day curriculum  Flexible working, including evenings and sleep ins  Enhanced Disclosure and Barring Check | | Full Driving Licence  Willingness to undertake Wandsworth minibus course. | |