**Residential Worker Person Specification**

|  |  |
| --- | --- |
| **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 careBSL 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 aboveBehaviour Management TrainingEpilepsy trainingIntervenor trainingAbility 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 settingAbility 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 particularCommitment to equalities and a respect for diversity “Can do” approach Team working and co-operationExperience of working in a residential settingExperience of writing and delivering clear and concise reportsKnowledge of child protection and safeguarding vulnerable young peoplePositive attitude to Deaf people, their culture and language | Experience of working with students/ young people with a range of communication needsExperience 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 peopleHigh standards of personal conduct, credibility, honesty and integrity that inspires loyalty and trustAbility to build and maintain good working relationshipsAbility to remain positive and enthusiastic when working under pressureAbility to resolve conflictAbility to organise work, prioritise tasks, and manage time effectively Ability to use IT effectively in communication and presentation of workA commitment to equal opportunities and anti-discriminatory practicesExperience which illustrates self-motivation and use of initiativeRespond to change in a positive wayDevelop and deliver interactive sessions to support students educational, social and emotional developmentAbility to support student’s educational, social and emotional development thorough a waking day curriculumFlexible working, including evenings and sleep insEnhanced Disclosure and Barring Check | Full Driving Licence Willingness to undertake Wandsworth minibus course. |