

**Senior 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)  NVQ Level 3 children/social care | NVQ level 4 children/social care  BSL Level 2 or above or a willingness to learn.  Behaviour Management Training |  |
| BSL Level 1 |  |  |
| **2. Experience** | | |
| **ESSENTIAL** | **DESIRABLE** |  |
| Knowledge of the Minimum Care Standards for Residential Special Schools  Knowledge and understanding of the Every Child Matters agenda  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  Experience of supporting young people with additional needs including mental health and challenging behaviour  Experience of working in a residential setting in a senior residential worker position |  |
| **3. Professional Development** | | |
| **ESSENTIAL** | **DESIRABLE** |  |
| Evidence of continuing professional development  Ability to identify own training needs  Ability to reflect and improve own practices.  Ability to support others to identify their training needs. | 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 with students and staff  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, deliver or source 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. |  |