**Residential Educational Facilitator - Person Specification**

|  |
| --- |
|  |

|  |  |  |
| --- | --- | --- |
| Education and Qualifications | | |
| Essential |  | United Kingdom Qualified Teacher Status |
|  | Demonstrate commitment to continuing professional development |
| Desirable |  | A Qualification in Special Educational Needs |
|  | Safeguarding DDSL/DSL qualifications |
| Knowledge and Experience | | |
| Essential |  | Significant experience of working with young people with SLD, ASC, PMLD and complex behavioural needs |
|  | Sound knowledge of Child Protection issues and procedures |
|  | Previous work with children and young people with SEND in a residential setting, respite centre and/or school |
|  | Experience of supervising others |
|  | Understanding of child development including recognising strengths and potential in young people, learning processes and the school curriculum |
|  | Experience of designing a curriculum to meet individual needs |
|  | The ability to provide an appropriate learning environment matched to the needs and aspirations of learners |
|  | Experience of working effectively in partnership with families |
|  | Experience of being within a leadership role working closely with key partners and other professionals to ensure that the young people receive the highest quality of care and education |
| Desirable |  | Knowledge of service requirements e.g. understanding of the DfE National Minimum Standards for Residential Special Schools |
| Skills and Abilities | | |
| Essential |  | Ability to work flexibly within a 24 hour rota pattern including awake night shifts |
|  | Adopt a pragmatic approach with strong problem solving and analytical skills – with the ability to apply these in challenging situations |
|  | Ability to lead and develop a team of professionals with a wide range of learning needs, working closely with the RCM/HOC, colleagues, parents and other stakeholders |
|  | Adopting a reflective approach to considering what learners and families need |
|  | The ability to play a full part in a variety of teams across the school, including leading, facilitating and recording aspects of development |
|  | Ability to solve problems and manage incidents out of hours or in the absence of the RCM/HOC |
|  | Ability to understand and respond to a wide range of communication from young people including what their behaviours are telling us |
|  | Experience of supporting young people in personal care routines with dignity |
|  | Fulfil a coaching approach to support and motivate the team |
|  | The ability to motivate and inspire both learners and adults |
|  | Excellent communication skills – both verbally and written to a range of audiences |
|  | Ability to demonstrate reasoning, numeracy, literacy and technology skills to required standard. |
|  | Ability to produce detailed and complex reports |
|  | Safe handling and administration of medicines |
|  | A high level of competence in the use of ICT in all areas |
|  | To be instrumental in the development of systems and processes which encourage a rich dialogue to achieve educational outcomes |
|  | Experience of giving physical support to young people in a safe and positive way |
|  | Use of a variety of child centred communication methods (TEACCH, PECS, Makaton etc.) |
|  | Ability to adapt and personalise strategies appropriate to learners’ priorities |
| Desirable |  | Strategic leadership |
|  |  | Experience of discerning potential across the team |
|  | Experience of effectively chairing a meeting |
| Personal Attributes | | |
|  |  | A commitment to valuing learners |
| Essential |  | Resilience, compassion and energy |
|  | Dynamic & enthusiastic |
|  | A great sense of humour and ability to think differently |
|  | Outstanding people skills |
|  | A commitment to valuing all individuals |
|  | The ability to maintain a professional approach at all times |
|  | Commitment to taking responsibility for evaluating and improving own  performance |