## Senior Residential Worker

## Person Specification

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| **No.** | **Categories** | **Essential/Desirable** | **Assessed by\*** |
| **Qualifications & Training**  |
| 1 | GCSE pass at Grade C or above in English Language and Mathematics (or equivalent) | **E** | **A** |
| 2 | BSL Level 1 or above (willingness to take up BSL Level 2/3 in the first year of employment) | **E** | **A/I/T** |
| 3 | NVQ Level 3 in Children/Social Care (or willingness to complete within two years of taking on the post) | **E** | **A** |
| 4 | Evidence of continuing professional development | **E** | **A/I** |
| 5 | Ability to identify own training needs and commitment to ongoing learning | **E** | **I** |
| 6 | Behaviour Management Training | **E** | **A** |
| 7 | BSL Level 3 | **D** | **A** |
| 8 | Epilepsy Training | **D** | **A** |
| 9 | Extended professional development through designated or award-bearing courses | **D** | **A** |
| **Experience & Knowledge** |
| 10 | Experience of working with students/young people with a range of communication needs in a special residential school | **E** | **A/I** |
| 11 | Knowledge of the Minimum Care Standards for Residential Special Schools | **E** | **A/I/T** |
| 12 | Knowledge and understanding of the ‘Every Child Matters’ agenda | **E** | **A/I** |
| 13 | Knowledge of child protection and safeguarding vulnerable young people | **E** | **I/T** |
| 14 | Experience of writing and delivering clear and concise reports | **E** | **A/I** |
| 15 | Experience of working in a Deaf environment | **D** | **A/I** |
| 16 | Experience of working in a residential setting in a senior residential worker position | **D** | **A/I** |
| 17 | A good understanding of Social Care | **D** | **A/I** |
| 18 | Experience and skills that contribute to the development of young people and their engagement in the community | **D** | **I** |
| **Skills & Abilities** |
| 19 | Ability to identify own training needs and support others in identifying theirs | **E** | **A/I** |
| 20 | Ability to reflect and improve personal and professional practices | **E** | **I** |
| 21 | Ability to develop, deliver, or source interactive sessions to support students' educational, social, and emotional development | **E** | **I** |
| 22 | Ability to support students’ educational, social, and emotional development through a waking day curriculum | **E** | **A/I** |
| 23 | Ability to build and maintain good working relationships with students and staff | **E** | **I** |
| 24 | Ability to resolve conflict effectively | **E** | **I** |
| 25 | Strong organisational skills, including the ability to prioritise tasks and manage time effectively | **E** | **I** |
| 26 | Willingness to work flexibly, including evenings and sleep-ins | **E** | **I** |
| 27 | Ability to use IT effectively for communication and presentation of work | **D** | **A/I** |
| **Personal Attributes & Values** |
| 28 | Empathy with children and young people | **E** | **I/T** |
| 29 | A positive, can-do attitude with strong communication skills across a diverse team, alongside a respectful and inclusive approach towards Deaf people, their culture, and language | **E** | **I/T** |
| 30 | High standards of personal conduct, credibility, honesty, and integrity that inspire loyalty and trust | **E** | **I** |
| 31 | Ability to remain positive and enthusiastic under pressure | **E** | **I/T** |
| 32 | Ability to build and maintain good working relationships | **E** | **I** |
| 33 | A commitment to equal opportunities and anti-discriminatory practices | **E** | **A/I** |
| 34 | Respond to change in a positive way | **E** | **I** |
| **Other requirements** |
| 35 | Full Driving Licence | **D** | **A** |
| 36 | Willingness to undertake the Wandsworth Minibus Course | **D** | **A** |

\*Assessed by: A – Application; I – Interview; T - Task