

PERSON SPECIFICATION: Teaching and Learning Mentor (Graduate Programme)

	Essential	Desirable
Education & Qualifications	<ul style="list-style-type: none"> Psychology Degree (honours) 	<ul style="list-style-type: none"> Masters Psychology Degree (essential to qualify for guaranteed supervision to gain Behavioural Analyst certification)
Specific knowledge, experience and technical skills	<ul style="list-style-type: none"> Interest in working with young adults with Special Educational Needs including autism Interest in supporting young adults out in the community Good standard of literacy and numeracy Willingness to learn new methods of teaching young autistic people Understanding of and commitment to equality of opportunity within an inner-city, special needs environment Commitment to undertaking further training and professional development Demonstrable interest in education 	<ul style="list-style-type: none"> Experience of working with young adults with Special Educational Needs including autism Experience of Behaviour Analysis Experience of working in a school or other educational setting Training or qualifications related to teaching young people with SEND.
Personal attributes	<ul style="list-style-type: none"> Ability to work in a pressured environment Ability to work independently with minimal support Ability to work as a member of a team Professional attitude – including professional dress code Good communication and interpersonal skills- ability to communicate effectively with students, parents and staff The ability to establish a rapport with people (including students, parents, staff and managers) The ability to demonstrate tact and diplomacy 	<ul style="list-style-type: none"> Work experience in a high-pressure service-based setting Passion for Behaviour Analysis

	<ul style="list-style-type: none">• Understanding of and commitment to the BeyondAutism Safeguarding Policies for adults and children• Physically and emotionally resilient in order to work with autistic young adults who may present with challenging behaviours• Passionate and committed to the skill development of students and a determination to ensure every student reaches their full potential• Patient, a calm demeanour and an empathetic nature• Ability to follow directions and implement training received in a timely manner• A positive attitude towards the science of Behaviour Analysis and its use within the service.	
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