**Person Specification for Café Manager**

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| --- | --- | --- | --- | --- | --- |
|  | Essential | Desirable | Assessed via |  |  |
| **Qualifications:** | | | | | |
| Relevant Level 2/3 qualification in supporting young people |  | 🗸 | Application form and interview  Certificates checked at interview |  |  |
| GCSE pass grades (C or above) in English & Maths (or equivalent) |  | 🗸 |  |  |
| Food hygiene Certificate Level 2 or above | 🗸 |  |  |  |
| Barista Qualification |  | 🗸 |  |  |
| Willingness to complete Level 3 Supervising Food Safety in Catering if not already achieved | 🗸 |  | interview |  |  |
| **Experience:** | | | | | |
| Experience working with young people with SEN | 🗸 |  | Application form |  |  |
| Experience working in a café | 🗸 |  | Application form |  |  |
| Experience working in a shop | 🗸 |  |  |  |  |
| Experience in tracking progress |  | 🗸 | Interview |  |  |
| Experience of carrying out inventory’s and ordering stock | 🗸 |  |  |  |  |
| Experience of working with young people who have communication difficulties  Makaton, PECS, High Tech AAC’s | 🗸 |  | Application form |  |  |
| Experience of working with young people who may present behaviours that challenge | 🗸 |  |  |  |  |
| **Personal Qualities:** | | | | | |
| Able to demonstrate attention to detail and adherence to standards | 🗸 |  | interview |  |  |
| Excellent record in both attendance and punctuality. | 🗸 |  | Reference |  |  |
| Able to work as part of a team | 🗸 |  | Interview |  |  |
| Able to work under own initiative when the situation demands this | 🗸 |  | Task in tray |  |  |
| Able to put the needs of our students at the centre of all they do at work | 🗸 |  | Interview |  |  |
| Willing to undertake training and other activities in order to further develop the skills needed for the role | 🗸 |  | interview |  |  |
| Physically able to undertake all aspects of the role | 🗸 |  | interview |  |  |
| High expectations of self and others | 🗸 |  | interview |  |  |
| Well-groomed and presented in line with requirement of the role. | 🗸 |  | interview |  |  |
| Committed to equality of opportunity for all | 🗸 |  | interview |  |  |