**Person Specification – Inclusive Learning Tutor**

**Part A: Application Stage**

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

**Essential**

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| 1 | Level 2 qualification in English and mathematics (literacy/numeracy). Excellent literacy and numeracy skills. |
| 2 | Experience in setting up, delivering and co-ordinating learning programmes for Post 16 Learners. |
| 3 | Excellent interpersonal skills and the ability to relate to people of varying ages, abilities, skills and backgrounds. |
| 4 | Where not already qualified to demonstrate willingness and ability to undertake post-compulsory teacher training to Level 5 diploma standard |
| 5 | Excellent collaborative and team working skills |
| 6 | Significant experience of working with a variety of administrative tasks |
| 7 | A commitment to personal and professional development. |
| 8 | Professional approach. |
| 9 | A positive commitment to inclusive learning. |
| 10 | Proactive approach to completing tasks. |
| 11 | Motivational and Supportive to others. |
| 12 | An ability to work flexibly, independently, creatively and by using innovation. |

**Desirable**

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| --- | --- |
| 8 | Experience of working with young people with a wide range of Special Educational Needs and Disabilities. |
| 9 | A thorough knowledge of high needs funding processes associated with FE provision. |
| 10 | A thorough knowledge of all aspects of EHCP processes. |
| 11 | Experience of working in a Post 16 environment. |
| 12 | Post-compulsory teaching qualification at Level 5 diploma standard or equivalent (DTLLS, PGCE (PCET), Cert Ed. etc.) |
| 13 | To be a qualified assessor |

**Part B: Assessment Stage**

Items 3, 6, 8, 9 and 12 of the application stage criteria and the criteria below will be further explored at the assessment stage:

**Essential**

|  |  |
| --- | --- |
| 1 | Commitment to continuous professional development. |
| 2 | Excellent written and oral communication skills. |
| 3 | Excellent ICT skills and the proven ability to use them effectively to support learning. |
| 4 | Ability to build positive relationships with learners, staff and stakeholders. Able to organise, lead and motivate a team. |
| 5 | Able to relate well to children and adults and in particular able to establish positive relationships with pupils. |
| 6 | Able to respond positively and effectively to unexpected problems and situations. |
| 7 | Able to take a responsive approach to children’s needs to help address barriers to learning and well-being. |
| 8 | Able to work with minimal supervision. |
| 9 | Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including:   motivation to work with children and young people   ability to form and maintain appropriate relationships and personal boundaries with children and young people   emotional resilience in working with challenging behaviours   attitude to use of authority and maintaining discipline.   able to work in partnership with other agencies |
| 10 | No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post. |

The following methods of assessment will be used:

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| --- | --- | --- | --- |
| **Method** |  | **Method** |  |
| Interview | Yes | Presentation | No |
| Lesson Observation | No | Structured discussion with pupils | No |
| Task | Yes | Other (specify) | No |

**Part C: Additional Requirements**

The following criteria must be judged as satisfactory when pre-employment checks are completed:

|  |  |
| --- | --- |
| 1 | Enhanced Certificate of Disclosure from the Criminal Records Bureau |
| 2 | Additional criminal record checks if applicant has lived outside the UK |
| 3 | List 99 and/or POCA List (residential establishments only) check |
| 4 | Medical clearance |
| 5 | Two references from current and previous employers (or education establishment if applicant not in employment) |