**Job Description/Person Specification**

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|  |  **Qualifications & Education**  | **Essential**  | **Desirable**  | **Source** |
| 1 | Good standard of basic education (GCSE Maths and English, or equivalent) | ✓  |  | A/CC |
| 2 | A relevant qualification in working with young people  |  | ✓  | A/CC |

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|  |  **Experience & Knowledge**  | **Essential**  | **Desirable**  | **Source** |
| 3 | Previous experience of working in a secondary school environment and /or working with children of secondary school age  | ✓  |  | A/I/R |
| 4 | Experience of supporting and engaging children and young people to overcome barriers to learning and achievement  | ✓ |  | A/I/R |
| 5 | A sound understanding of all procedures essential to the educational environment in particular safeguarding and health and safety |  | ✓ | A/I/R |
| 7 | Experience of supporting and engaging with young people, parents/carers/families within the field  | ✓  |  | A/I |

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|  | of education, social care or the voluntary sector |  |  |  |

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|  | **Skills**  | **Essential**  | **Desirable**  | **Source** |
| 9 | Excellent IT skills with a knowledge and understanding of a range of systems, including experience of Microsoft Office Applications,  | ✓  |  | A/I/R |
| 10 | Excellent interpersonal skills with effective written and oral communication within a wide range of audiences | ✓ |  | A/I/R |
| 11 | Excellent accuracy skills and attention to detail  | ✓ |  | A/I/R |
| 12 | Ability to work on own initiative and as part of a team | ✓  |  | A/I/R |
| 13 | Ability to respond proactively to unexpected problems and situations | ✓  |  | A/I/R |
| 14 | Ability to prioritise own workload and manage conflicting deadlines | ✓  |  | A/I/R |

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|  |  **Personal Attributes**  | **Essential**  | **Desirable**  | **Source** |
| 15 | Flexible approach to working arrangements in line with the duties of the post | ✓  |  | A/I/R |
| 16 | Willingness to attend training courses and meetings as appropriate and take responsibility for maintaining and improving personal skills, knowledge and experiences. | ✓ |  | A/I |
| 17  | Demonstrates tact, diplomacy and a high regard for confidentiality.  | ✓  |  | A/I |

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| 18 | Ability to form and maintain appropriate relationships and personal boundaries with children. | ✓ |  | A/I |
| 19 | Calm and patient manner, ability to be resilient, remain positive, friendly and welcoming | ✓ |  | I/R |
| 20  | Willingness to support the School’s Christian ethos | ✓  |  | A/I |