**Person Specification – Senior Teaching and Learning Support Practitioner**

**Part A: Application Stage**

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

**Essential**

|  |  |
| --- | --- |
| 1 | Experience of working with children of relevant age in a learning environment. |
| 2 | Experience of successfully implementing post 16 curriculum and other relevant learning programmes or strategies. |
| 3 | Experience working with learners with additional needs. |
| 4 | Teaching qualification relevant to post 16. |
| 5 | Experience in managing and coordinating learning programmes. |
| 6 | Working knowledge of the relevant curriculum areas including functional skills and GCSE English and Maths.  |
| 7 | Strong assessment and programme development skills. |

**Desirable**

|  |  |
| --- | --- |
| 8 | QTLS or QTS  |
| 9 | Experience working to SIP/QIP priorities and able to demonstrate impact.pen\_spark |
| 10 | Experience in delivering vocational programmes. |

**Part B: Assessment Stage**

Items 2, 3, 5, 6 and 7 of the application stage criteria and the criteria below will be further explored at the assessment stage:

**Essential**

|  |  |
| --- | --- |
| 1 | A proven track record of raising pupils’ progress and attainment levels at pre-16 and post-16 in a similar setting. |
| 2 | Good understanding of current educational trends and challenges relevant to the programme. |
| 3 | Good working knowledge of relevant policies, codes of practice and legislation within a post 16 setting. Up-to-date knowledge of safeguarding. |
| 4 | Commitment to continuous professional development. |
| 5 | Excellent written and oral communication skills. |
| 6 | Excellent ICT skills and the proven ability to use them effectively to support learning. |
| 7 | Ability to build positive relationships with learners, staff and stakeholders. Able to organise, lead and motivate a team. |

|  |  |
| --- | --- |
| 8 | Able to relate well to children and adults and in particular able to establish positive relationships with pupils. |
| 9 | Able to respond positively and effectively to unexpected problems and situations. |
| 10 | Able to take a responsive approach to children’s needs to help address barriers to learning and well-being. |
| 11 | Able to work with minimal supervision. |
| 12 | Committed to achieving further professional development. |
| 13 | 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 |
| 14 | No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post. |

**Desirable**

15 Invigilating internal and external examinations.

The following methods of assessment will be used:

|  |  |  |  |
| --- | --- | --- | --- |
| **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) |