



## PERSON SPECIFICATION FRAMEWORK

| General heading                        | Detail                                               | General Examples                                                                                                                    | Specific examples (where appropriate) |
|----------------------------------------|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <b>Qualifications &amp; Experience</b> | <b>Specific qualifications &amp; experience</b>      | Successful experience of administrative work in a busy Academy environment or equivalent.<br>Educated to NVQ Level 3 or equivalent. |                                       |
|                                        | <b>Knowledge of relevant policies and procedures</b> | Working knowledge of general Academy policies and procedures.                                                                       |                                       |
|                                        | <b>Literacy</b>                                      | Good reading and writing skills                                                                                                     |                                       |
|                                        | <b>Numeracy</b>                                      | Ability to count and undertake complex calculations.                                                                                |                                       |
|                                        | <b>Technology</b>                                    | Ability to use photocopier.<br>Experience of using Microsoft applications and other database applications.                          |                                       |
| <b>Communication</b>                   | <b>Written</b>                                       | Ability to complete detailed reports, forms and letters.                                                                            |                                       |
|                                        | <b>Verbal</b>                                        | Ability to exchange verbal information clearly and sensitively with children and adults.                                            |                                       |
|                                        | <b>Languages</b>                                     | Overcome communication barriers with children and adults.                                                                           |                                       |
|                                        | <b>Negotiating</b>                                   | Ability to consult with colleagues in an effective way.                                                                             |                                       |
| <b>Working with children</b>           | <b>Behaviour Management</b>                          | Good understanding and implement the Academy's behaviour management policy.                                                         |                                       |
|                                        | <b>SEND</b>                                          | Good understanding and support the differences in children and adults and respond appropriately in relation to the role.            |                                       |
|                                        | <b>Curriculum/Academy organisation</b>               | Good understanding of the learning experience provided by the Academy in                                                            |                                       |



|                            |                                        |                                                                                                                                   |  |
|----------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--|
|                            |                                        | relation to the role.                                                                                                             |  |
|                            | <b>Child Development</b>               | Good understanding of the way in which children develop in relation to the role.                                                  |  |
|                            | <b>Health &amp; wellbeing</b>          | Good understanding of the importance of physical and emotional wellbeing.<br>Ability to support children who may be unwell.       |  |
| <b>Working with others</b> | <b>Working with partners</b>           | Understand the role of others working in and with the Academy.                                                                    |  |
|                            | <b>Relationships</b>                   | Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults. |  |
|                            | <b>Teamwork</b>                        | Ability to work effectively with other adults in the Academy.<br>Ability to work on own.                                          |  |
|                            | <b>Information</b>                     | Ability to provide timely and accurate information.                                                                               |  |
| <b>Responsibilities</b>    | <b>Organisational skills</b>           | Excellent organisational skills.<br>Ability to work accurately with attention to detail.                                          |  |
|                            | <b>Line Management</b>                 |                                                                                                                                   |  |
|                            | <b>Time Management</b>                 | Ability to manage own time effectively and meet all deadlines.                                                                    |  |
|                            | <b>Creativity</b>                      | Ability to use initiative.                                                                                                        |  |
| <b>General</b>             | <b>Equalities</b>                      | Demonstrate a commitment to equality                                                                                              |  |
|                            | <b>Health &amp; Safety</b>             | Good understanding of Health & Safety.                                                                                            |  |
|                            | <b>Child Protection</b>                | Understand and implement child protection procedures.                                                                             |  |
|                            | <b>Confidentiality/Data Protection</b> | Understand procedures and legislation relating to confidentiality.                                                                |  |



|         |     |                                                                                                                                                   |  |
|---------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------|--|
| General | CPD | Demonstrate a clear commitment to develop and learn in the role. Ability to effectively evaluate own performance and share knowledge with others. |  |
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