

PERSON SPECIFICATION – YEAR MANAGER L6

<b>Shortlisting criteria assessed as: 1 = poor, 2 = fair, 3 = average, 4 = good, 5 = excellent</b>			
<b>Qualifications &amp; Background</b>	<b>Criteria: E=Essential, D=Desirable</b>		<b>Score 1 - 5</b>
<b>1. Knowledge and Experience</b>	<b>Essential</b>	<b>Desirable</b>	
Previous experience of supporting students emotional well-being	✓		
Organisational and administrative skills	✓		
Experience of supporting students at High School		✓	
A working knowledge of working with SEN students on Education Health and Care Plans (EHCP)	✓		
Good general level of education including competence in literacy and numeracy	✓		
GCSE or equivalent in English and Mathematics	✓		
Training in relevant learning strategies, e.g. literacy		✓	
Evidence of working as part of a team	✓		
Knowledge of planning	✓		
Experience in the use of ICT	✓		
Experience in setting up systems and procedures	✓		
General competence in the use of equipment and technology	✓		
Counselling skills/qualifications		✓	
Relevant experience in Careers		✓	
Relevant experience in Transition		✓	
Experience of record keeping		✓	
<b>2. Skills, Knowledge and Aptitudes</b>	<b>Essential</b>	<b>Desirable</b>	
Can take responsibility for the working environment provided for young people	✓		
Flexible approach to work as well as good organisational and communication skills	✓		
Ability to work collaborative and effectively within a team environment	✓		
Ability to work independently and to show initiative	✓		
Ability to work under pressure, prioritise and meet deadlines	✓		
Awareness of current developments in education		✓	
Understanding of the national curriculum, learning programmes/strategies		✓	
Basic understanding of child development and learning		✓	
Have a friendly, approachable and non-confrontational manner combined with the ability to be firm	✓		
Ability to promote a positive ethos and role model positive attributes	✓		
Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	✓		
The capacity to inspire and motivate others – both adults and students	✓		
Have a calm temperament		✓	

Enjoy being with young people and have an understanding of the pressures, fears and aspirations of students in the 21 <sup>st</sup> century	✓		
Have empathy and understanding of student, teacher and parent stress thresholds		✓	

<b>3. Equality Issues</b>	<b>Essential</b>	<b>Desirable</b>	<b>Score 1 - 5</b>
Awareness of the effects of discrimination on students, colleagues, parents and policy	✓		
Committed to equality and diversity	✓		
<b>4. Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>	
A desire to work with young people and to support their education and achievements	✓		
Professional approach	✓		
Able to demonstrate discretion, confidentiality and commitment	✓		
Able to liaise sensitively and with parents/carers recognising their role in the student learning	✓		
Enthusiasm, determination and an insistence on high standards	✓		
Flexible and good humoured approach	✓		
A commitment to diversity and equality within working relationships and practice	✓		
Excellent attendance and punctuality	✓		
A willingness to learn new skills and approaches and to share the experience with others	✓		
Belief in the value of individuals	✓		
Be a good communicator	✓		
Be a good listener	✓		
Have patience and determination	✓		