

Person Specification

HLTA with lead for outdoor and alternative education

Qualifications & Experience	Essential	Desirable	MOA*
<ul style="list-style-type: none"> GCSE A - C (4 - 9) Maths, English and Science 	✓		A/Q
<ul style="list-style-type: none"> Experience working with young people (11 - 16years) in an education, youth work or alternative provision setting 	✓		A/I/R
<ul style="list-style-type: none"> Experience supporting students with SEMH needs, SEND, or behavioural challenges 	✓		A/I/R/Q
<ul style="list-style-type: none"> Forest School, Outdoor Learning, or Youth Work qualifications (level 2/3) 	✓		A/Q
<ul style="list-style-type: none"> Experience in alternative education or vocational learning 	✓		A/I/R
<ul style="list-style-type: none"> First Aid qualification (or willingness to obtain) 	✓		A/I/Q
<ul style="list-style-type: none"> Experience in working with children with a range of needs including ADHD and Autism 		✓	A/I/R
<ul style="list-style-type: none"> Experience developing and maintaining outdoor learning spaces or environmental projects 	✓		A/I/R
<ul style="list-style-type: none"> Experience in completing and maintaining thorough risk assessments of spaces and activities 	✓		A/I/Q
Skills and Knowledge	Essential	Desirable	MOA*
<ul style="list-style-type: none"> Good ICT skills to access and use school systems 	✓		A/I/R
<ul style="list-style-type: none"> Understanding of outdoor learning and experiential education approaches 	✓		A/I/R
<ul style="list-style-type: none"> Adaptable, practical, and creative approach to teaching and learning 	✓		A/I/R
<ul style="list-style-type: none"> The professional curiosity to look for deeper understanding of situations beyond the obvious 	✓		A/I/R
<ul style="list-style-type: none"> Understand the importance of physical and emotional wellbeing 	✓		R/I
<ul style="list-style-type: none"> Ability to write reports and keep accurate records 	✓		A/I/R
<ul style="list-style-type: none"> Understanding of and ability to implement the school's behaviour management policy 		✓	A/I/R
<ul style="list-style-type: none"> Ability to use clear language to communicate information unambiguously and listen effectively 	✓		A/I/R
<ul style="list-style-type: none"> Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults 	✓		A/I/R

• Ability of motivate and engage hard-to-teach learners	✓		A/I/R
• Excellent communication and behaviour management skills	✓		A/I/R
• Knowledge of trauma-informed or restorative practice		✓	A/I/Q
• Good understanding of Health & Safety		✓	A/I/Q
• Skills in managing professional boundaries and potential risks		✓	A/I/R
Personal	Essential	Desirable	MOA*
• Commitment to the safeguarding of children and following relevant policies	✓		A/I/R
• Commitment to inclusion, equality and student wellbeing	✓		A/I/R
• High expectations of self and others	✓		A/I/R
• Ability to prioritise time effectively and work to deadlines	✓		A/I/R
• Ability to use own initiative to resolve problems independently	✓		A/I/R
• Able to approach complex issues/crisis situations with a calm and measured attitude	✓		I/R
• Good organisational skills	✓		A/I/R
• Sensitivity and understanding, to help build good relationships with students	✓		A/I/R
• Resilient with an understand that success looks different for all young people	✓		A/I/R
• Commitment to getting the best outcomes for all students and promoting the ethos and values of the school & Trust	✓		I/R
• Capacity to inspire, motivate and challenge children and young people	✓		A/I
• Able to work well individually and within a team	✓		A/I/R
• Self-motivated and able to work on initiative	✓		A/I/R
• Approachable and flexible	✓		A/I/R

Method of Assessment (MOA) Key:

A=Application; I=Interview; R=Reference Q=Qualification