



# Person Specification

## Supporting Children & Young People

### Grade 8

*This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006.*

*Dorothy Goodman School is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.*



ESSENTIAL	DESIRABLE	Where tested; A - Application I + Ac = Interview and/or activities R = References
<b>Qualifications</b>		
Level 2 English / Maths qualifications	Level 3 qualifications in English / Maths	A
Level 3 qualification in Teaching and Learning (or recognised qualification that is equivalent)	Level 4 + qualifications in areas linked to Teaching and Learning or higher level academic qualifications	A
	Additional qualifications/ training relating to supporting young people with one or more of the broad areas of need as identified in the SEND Code of Practice or with health needs	A
Hold or be willing to complete First Aid training	Additional training around health needs for example Moving and Handling training / medication administration training or a willingness to work towards these.	A
<b>Culture, Values and Ethos</b>		
Empathy with children and young people		I + Ac
Ability to effectively manage pupil engagement in accordance with school policy and procedure.		A I + Ac R
Ability and keenness to use initiative and work flexibly to solve problems alongside a passion for ongoing improvement.	Ability to flex your approach and implement different strategies to help pupils overcome barriers to learning collaboratively with multidisciplinary teams.	A I + Ac R
Willingness and ability to undertake professional development in line with school development needs as well as take responsibility for personal professional development.		A
<b>Learning, Curriculum and Assessment</b>		

Ability to support pupils' development and learning in a formal setting.	Ability to use technology / electronic database style systems effectively (e.g. Arbor, Earwig or similar).	A I + Ac
Ability to plan, deliver and assess targeted intervention programmes for individuals and small groups of pupils under direction	Ability to use information to identify priorities informing next step learning for pupils based on intervention programmes being delivered in areas such as physiotherapy and occupational therapy.	I + Ac
Knowledge and understanding of the curriculum and expectations for the Key Stage linked to this.	Ability to lead a range of intervention programmes to ensure positive outcomes for pupils.	A I + Ac
<b>Teams</b>		
Exemplary positive and solution focussed role model in line with OTP and school policies.	Experience of or willingness to develop skills to train other staff in identified areas of work.	A I + Ac
Well organised and able to adapt approach to ensure that pupils make progress towards their outcomes.		A I + Ac
Ability to support staff to ensure that learning strategies implemented are embedded in the classroom.	Experience of supporting professional development for staff.	A I + Ac
<b>Community</b>		
Approachable and effective communicator with pupils, families and colleagues.	Experience of communicating with a broad range of professionals from health, social care and the wider community	A I + Ac
Ability to use a range of strategies to ensure pupils can access the curriculum at all times.		A
<b>General</b>		
An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations.		A R

Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Disability Discrimination Act 1995.		
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