



Person Specification

Supporting Children & Young People

Grade 9 - Pupil Advocate

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
Qualifications		
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
Experience of working with children and families	Additional qualifications/ training / experience relating to supporting young people with additional needs	A
Full, clean drivers license and the ability and willingness to use this to fulfil the duties of the role which will include home visits	Training / experience of being a deputy designated safeguarding lead	A
Culture, Values and Ethos		
Empathy with children and young people	Experience of working with external agencies to support children, young people and their families	I + Ac
Ability to effectively manage pupil engagement in accordance with school policy and procedure.	Experience of supporting children, young people and families to improve attendance to provide access to education	A I + Ac R
Ability and keenness to use initiative and work flexibly to solve problems alongside a passion for ongoing improvement.		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
Learning, Curriculum and Assessment		
Ability to use technology and school based systems effectively to complete the role	Ability to analyse information to identify priorities informing next step learning for children and young people recognising what is having the most positive impact.	
Ability to support pupils' advocacy both at school and within the wider community.	Ability to use Augmentative and Alternative Communication systems to	A I + Ac

	support pupil advocacy.	
Knowledge and understanding of how to support transition for pupils	Knowledge and understanding of systems used by external agencies to support children, young people and their families and a willingness to engage with the systems.	I + Ac
Knowledge and understanding of a range of communication systems and how these can be used to support pupil advocacy		A I + Ac
Teams		
Exemplary positive and solution focussed role model in line with OTP and school policies.	Understanding of different strategies that can be used to overcome barriers to learning and able to provide suggestions based on evidence when working within the multi-professional team	A I + Ac
Well organised and able to lead interventions for identified pupils linked to priority groups.		A I + Ac
Ability to coach and support staff enabling them to improve practice and ensure high quality outcomes for pupils.	Experience of supporting performance review and development for staff.	A
Community		
Approachable and effective communicator with pupils, families and colleagues.		A I + Ac
Experience of working with other professionals		A
General		
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.		