

## PERSON SPECIFICATION

|                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Respect<br/>kindness<br/>Energy<br/>Enthusiasm<br/>and<br/>Passion</b> | <ul style="list-style-type: none"> <li>• Demand the highest quality in all that you do, and in the work of your team</li> <li>• Willing to champion new ideas and think beyond the status quo</li> <li>• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better</li> <li>• Be open to new ideas and change where it will have a positive impact on the organisation</li> <li>• Show a willingness to embrace different ideas and ways of thinking to improve</li> <li>• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work</li> <li>• Commitment to self-development, and developing your wider Team</li> <li>• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further</li> <li>• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence</li> </ul> |
| <b>Honesty<br/>and<br/>Integrity</b>                                      | <ul style="list-style-type: none"> <li>• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work</li> <li>• Take responsibility and ownership for your area of work</li> <li>• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils</li> <li>• Be transparent and open</li> <li>• Be resilient and trustworthy</li> <li>• Stand firm and stay true to our mission</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Teamwork<br/>Enjoyment<br/>And<br/>Kindness</b>                        | <ul style="list-style-type: none"> <li>• Understand how you can have a greater impact as a team than you can as an individual</li> <li>• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission</li> <li>• Recognise that everyone is important, and show an ability to build strong working relationships at every level</li> <li>• Recognise and celebrate the success and achievements, no matter how small, of your colleagues</li> <li>• Be generous with sharing your knowledge to help to develop others</li> <li>• Understand and be willing to receive suggestions and input on your area of work from others</li> <li>• Be aware of other peoples' needs and show an ability to offer genuine support</li> <li>• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams</li> </ul>                                                                                                             |

## KNOWLEDGE, EXPERIENCE & SKILLS

E = Essential

D = Desirable

|                           |                                                                                                               | E | D |
|---------------------------|---------------------------------------------------------------------------------------------------------------|---|---|
| <b>Organisational Fit</b> | Relentlessly positive                                                                                         | X |   |
|                           | Doing the Right Thing                                                                                         | X |   |
|                           | Enjoys working collaboratively as part of a team                                                              | X |   |
| <b>Knowledge</b>          | Minimum of 5 GCSEs including Maths and English (grade 4-9) or equivalent                                      | X |   |
|                           | Understanding of the national curriculum especially core subject areas                                        | X |   |
|                           | Demonstrable understanding of young peoples' social, emotional and educational development needs              | X |   |
|                           | Understanding of 'Early Help' strategy, policies and protocols                                                |   | X |
|                           | Knowledge of safeguarding and child protection issues & procedures                                            | X |   |
|                           | Knowledge of the issues related to working with children who live in areas of high socio-economic deprivation | X |   |
|                           | Recent and relevant CPD                                                                                       | X |   |
|                           | Counselling/mental health/behaviour improvement qualification                                                 |   | X |
| <b>Experience</b>         | Proven record of raising standards and pupil achievement                                                      | X |   |
|                           | Experience of developing effective strategies to overcome barriers to learning                                | X |   |
|                           | Experience of supporting students in a school environment                                                     | X |   |
|                           | Experience of working with children or young people who are vulnerable or disaffected                         | X |   |
|                           | Experience of supporting the social, emotional and educational development of students                        | X |   |
|                           | Experience of dealing with difficult and challenging behaviour                                                | X |   |
|                           | Experience of working with and preparing documentation for external agencies                                  |   | X |
| <b>Skills</b>             | Effective behaviour management skills                                                                         | X |   |
|                           | Ability to build and maintain effective working relationships with pupils and parents/carers                  | X |   |
|                           | Ability to build and maintain effective working relationships with internal colleagues and external agencies  | X |   |
|                           | Ability to communicate effectively with a wide range of stakeholders using a variety of media                 | X |   |
|                           | Ability to use ICT equipment and software such as spreadsheets, and other packages effectively                | X |   |
|                           | Ability to deal with sensitive and confidential pupil information in line with GDPR requirements              | X |   |