** PERSON SPECIFICATION**

**CAREERS PROGRESSION MANAGER**

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualifications and awards**  | **Essential**  | **Desirable**  | **How tested**  |
| Honours degree or equivalent | E |  | C |
| Diploma in Career Guidance & Development – Level 6 | E |  | C |
|  |  |  |  |
| **Professional Knowledge and Experience**  |  |  |  |
|  |  |  |  |
| Experience of managing teams in busy environments where competing demands and tight deadlines need to be met. | E |  | A, I, R |
| Proven strong leadership skills – working to develop strong, productive, cohesive and accountable teams. | E |  | A, I, R |
| Up to date knowledge of UCAS cycle and requirements. | E |  | A, I, R |
| Experience of supporting students through a learner journey and on to higher educational institutions. | E |  |  |
| Ability to work strategically, analysing complex situations and making decisions taking into account all stakeholder views. | E |  | A, I, T |
| Experience of formulating and implementing high-standard quality improvement strategies and achieving measureable outcomes. |  | D | A, I, R |
|  |  |  |  |
| **Interpersonal Skills/ Intellectual ability**  |  |  |  |
|  |  |  |  |
| Excellent organisational and administrative abilities. | E |  | A, I, R |
| Ability to work flexibly & creatively, accommodating new challenges and opportunities as they arise. | E |  | A, I, R |
| Ability to demonstrate and promote a culture of positivity and proactivity in all areas of work across the college. | E |  | A, I |
| Demonstrate excellent verbal and written communication skills with the ability to produce high quality reports. | E |  | A, I, T |
| Have well-developed IT skills and strong commitment to embracing the benefits of new technology. | E |  | A, I, T |
| Demonstrate high professional integrity and upmost confidentiality. | E |  | A, I, R |
| Demonstrate a high standard of observable professional behaviour. | E |  |  I, R |
|  |  |  |  |
| **Particular Requirements** |  |  |  |
|  |  |  |  |
| Flexible approach to working to accommodate essential target dates in the life of the college. | E |  | A, I, R |
| Commitment to continuous professional development of self and team. | E |  | A, I, T |
| Maintain up to date knowledge of local and national educational policies affecting areas of responsibility. | E |  | A, I, T |

The Person Specification details the principal skills and personal attributes the post holder must possess and actively demonstrate in order to effectively fulfil the role. The criteria are ranked as ‘Essential’ and ‘Desirable’ and your application form should demonstrate how you meet each individual criterion and possess the key skills relevant to the job.

The ranking of criteria on the employee specification can be explained as follows:

Essential The successful candidate must meet the Essential criteria in full on the first day of commencing in post, in order to be able to effectively fulfil the role to which he/she has been appointed.

Desirable The post holder needs to meet the Desirable criteria to fulfil the role on a longer-term, permanent basis. The successful candidate would be expected to develop his/her skills and knowledge within an agreed timescale (usually within six to twelve months of his/her start date) to meet the Desirable criteria in full, if they are unable to demonstrate they meet these criteria at short-listing and interview stage.

Criteria will be measured through a number of methods, the key to which is as follows:

**A = Application**

**I = Interview**

**T = Test**

**C = Certificates**

**R = References**

**DBS = Disclosure & Barring Service**

These letters are used in the ‘Assessment Method(s)’ column on the employee specification to identify to you the combination of methods we will use to assess you against the requirements of the position for which you are applying. In the first instance your application form will be used to determine the extent to which you meet the criteria for the role and will inform our short-listing decisions.

Where criteria are to be identified through the Interview and/or Test(s), these may involve scenario-based or hypothetical questions and a combination of written exercises, literacy and/or numeracy assessments, presentations, and any other practical assessments relevant to the role.