**PERSON SPECIFICATION**

 **ACADEMIC ADVOCATE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualifications and awards**  | **Essential** | **Desirable** | **How Tested** |
|  |  |  |  |
| Honours Degree or equivalent (or substantial relevant work experience) | E |  | C |
| Good standard of Level 2 education – 5 A-C GCSE’s including Maths and English | E |  | C |
| Award in Education and Training (Level 3) or equivalent |  | D | A,I |
|  |  |  |  |
| **Professional Knowledge and Experience** |  |  |  |
|  |  |  |  |
| Outstanding up-to-date professional knowledge of allocated subject area delivery/syllabus requirements  | E |  | A,I,T |
| Understanding of the importance of practical elements of allocated subject areas  | E |  | A,I,T |
| Sound knowledge of the application of oral language skills | E |  | A,I,T |
| Outstanding analytical skills (ability to interpret data/write reports) | E |  | A, I,T |
| Experience of delivering workshops to support learners study skills |  | D | A,I,T |
| Understanding of the standards required for academic writing placing emphasis on formal language, structure, objective, citations and references | E |  | A,I,T |
| Experience of developing students critical thinking skills/writing skills through – debating, questioning, problems solving |  | D | A,I,T |
| Knowledge of how to support and stretch gifted and talented students and set SMART targets | E |  | A,I,T |
| Project management skills | E |  | A,I |
| Good IT skills and an appreciation of how technology can support learning | E |  | A,I,T |
| Knowledge of interpretation of initial diagnostic tests | E |  | A,I,T |
|  |  |  |  |
| **Interpersonal Skills, Intellectual ability**  |  |  |  |
|  |  |  |  |
| Ability to work calmly and effectively, both in a team and independently, to prioritise a varied workload | E |  | A,I |
| Ability to establish and maintain professional working relationships with staff, students and external stakeholders | E |  | I,A |
| The ability to perform effectively and sensitively within a team  | E |  | I,A |
| Ability to work well under pressure and meet tight deadlines | E |  | I,A |
| Outstanding written and verbal communication and presentation skills (including to a large group) | E |  | I,A |
| Evidence of Excellent ‘people skills’ and listening skills | E |  | I,A |
| Ability to take initiative and work creatively and innovatively  | E |  | I,A |
| Strong commitment to providing excellent customer care to a range of stakeholders | E |  | I,A |
| Able to bring creative solutions to tasks, see new opportunities and to propose, implement and manage new initiatives | E |  | I,A |
|  |  |  |  |
| **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 | E |  | A,I |

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.