EMPLOYEE SPECIFICATION

**Job Title: EDUCATION SUPPORT TUTOR Grade: Scale S01 Point 21-25**

**Department: WOODBRIGE PARK EDUCATION SERVICE**

**Division/Section: Children and Adult Services**

Selection decisions will be based on the criteria outlined in this form. At each stage of the process an

assessment will be made by the appointment panel to determine how far the criteria have been met.

*Candidates who do not meet Essential criteria will not be considered.*

Criteria should either be addressed on the application form or in the statement of application.

Criteria will be further tested later in the process at interview.

When completing your statement of application you should ensure that you provide supporting

evidence of how you meet the criteria through reference to work or other relevant experience.

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| No | Criteria/Competencies | Essential | Desirable | Form | Interview |

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|  | **Knowledge, Experience and Qualifications** |
| **1** | Extensive and recent experience of working with disengaged young people of secondary school age, preferably within an educational setting | X |  | X | X |
| **2** | Experience of working in partnership with a wide range of external organisations and agencies | X |  | X | X |
| **3** | An understanding of and experience of working with young people of differing ethnicities and cultures, and their particular informal educational needs |  | X | X | X |
| **4** | Experience of coordinating/implementing alternative education work programmes |  | X | X |  |
| **5** | An understanding of the social and economic pressures which affect young people, their parents/carers, schools, the LA and the wider community. | X |  | X |  |
| **6** | A nationally recognised qualification relating to working effectively with young people of secondary school age and/or troubled families |  |  |  |  |
| **7**  | Must hold a current driving licence and have access to a vehicle | X |  | X |  |

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|  | **Skills & Abilities** |
| **1** | The confidence and ability to communicate clearly and appropriately to young people and adults, both orally and in writing | X |  | X | X |
| **2** | The ability to work creatively with young people | X |  | X | X |
| **3** | Excellent ICT knowledge and skills |  | X | X |  |
| **4** | The ability and willingness to be deployed and to work in a flexible manner to meet the needs of the service | X |  | X |  |
| **5** | An ability to form and maintain appropriate relationships and personal boundaries with children and young people | X |  | X |  |
| **6** | The ability to plan and deliver high quality informal education sessions to secondary aged young people as a group | X |  | X | X |
|  | **Personal Style and Behaviours** |
| **1** | Works positively with colleagues within the Gateway Team and across the Commissioned Education Team to ensure consistent good practice | X |  | X |  |
| **2** | At all times respects confidentiality and the dignity of pupils, parents and fellow professionals working within the organisation | X |  | X |  |
| **3** | Is polite, courteous and professional at all times, for example when dealing with unhappy members of the public, staff within secondary schools/academies, troubled families and highly disruptive/damaged young people | X |  | X |  |
| **4** | Ability to work in a team and also on own initiative and to manage own time | X |  | X |  |

MAY 2019

