

**Person Specification for the Role of  
Progress & Achievement Leader**

**Application (A), Interview (I) Task (T), Reference (R)**

Qualifications	Essential	Desirable
Good literacy & numeracy skills (Level 3)	A	
Further academic qualifications relevant to post		A
First Aid Qualification		A
Experience	Essential	Desirable
Experience of working in an educational setting or similar environment		A
Experience of working with young people aged 11 to 18		A
General understanding of school policies and procedures relating to health and safety, behaviour, attendance, equal opportunities and child protection		I
Knowledge of School Management Information Systems		A
Experience of Microsoft software packages (Word, Excel, Publisher)		AI
Confident use of ICT	AI	
Basic understanding of child development and learning	A I	
Practical Skills	Essential	Desirable
Ability to manage the behaviour of students to promote a calm working environment	A I	
Ability to monitor impact of interventions and support	A I	
Ability to motivate students and ensure the needs of the student are met	I	
Ability to work collaboratively and effectively within a team	A I R	
Ability to work independently and to show initiative	A I R	

Ability to work under pressure, prioritise and meet deadlines	A I R	
Friendly, approachable and non-confrontational manner combined with the ability to be firm	I	
Ability to build and maintain successful relationships with students; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners	I	
The capacity to inspire and motivate others – both adults and students		I
<b>Personal Qualities and Essential Attributes</b>	<b>Essential</b>	<b>Desirable</b>
A desire to work with young people and to support their education and achievements	A I	
Ability to ensure communication and record keeping is effective	A I	
A professional approach in both manner and physical appearance	I	
Able to demonstrate discretion, confidentiality and commitment	I R	
Able to liaise sensitively with parents/carers recognising their role in the student's learning & Behaviour	I R	
Enthusiasm, determination and insistence on high standards	I	
Flexible and good-humoured approach	I	
A proven track record of excellent attendance and punctuality	R	
An understanding of students welfare, behaviour and achievement	I	
<b>High expectations of self and others</b>	<b>Essential</b>	<b>Desirable</b>
A flexible and adaptable approach	A I	
An innovator with the desire to continue to learn	A I	
Resilience and the determination to be successful within this role and ambitious for the Academy and its students	I	
<b>Safeguarding Students</b>	<b>Essential</b>	<b>Desirable</b>
Committed to safeguarding and promoting the welfare of children and young people	I	
<b>Equal Opportunity</b>	<b>Essential</b>	<b>Desirable</b>
The ability to ensure that there is equality of access to educational attainment and that all aspects of equal opportunities are adhered to	I	

**This educational establishment is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All posts at Isle Education Trust are subject to an Enhanced Disclosure and Barring check**