

# MULTI ACADEMY TRUST

# Standing Together, Learning Together Recruitment Pack

Standish Community High School

Teacher of Geography 1.0 FTE – Permanent Contract

Closing Date: Wednesday 29th September 12 noon

Interviews to be held on Monday 4<sup>th</sup> October 2021



## Partner Schools in Mosaic Multi Academy Trust

This is an exciting opportunity to join a thriving and expanding Multi Academy Trust that currently consists of three schools located across Lancashire. The Mosaic Academy Trust, as an organisation seeks to value each and every member of the community, to become a family of schools that will welcome other schools and be a Trust, whose chief aim is to become stronger as a whole than by the sum of its parts.



Kenyon Road, Standish, Wigan, WN6 0NX

Standish Community High School is the lead school within Mosaic MAT, The school's motto 'Be Outstanding' captures our determination and belief that all of our students deserve the very best education and opportunities that enable them to flourish and grow in confidence and develop the skills and expertise, to become happy and well-rounded, successful individuals.



Clover Road, Chorley, PR7 2NJ

At Southlands High School we believe that academic achievement and personal growth for every child goes hand in hand; therefore there is a high expectation and high ambition for each and every student in terms of their learning and progress and in the mutual respect we hold for each other in our learning community.



Golborne Community Primary School, Talbot Street, Wigan, WA3 3NN

All at Golborne Community Primary School strive to create an environment that is stimulating, welcoming, friendly and secure. An environment where children are encouraged to try their best and are praised for their efforts. Where high expectations are encouraged the development of the whole child is valued. We believe that through effective experiences and partnerships we can support and develop the individual, giving them skills they need to be independent, confident learners, capable of expressing themselves and with the ability to integrate into the community.







September 2021

Dear Applicant,

### Teacher of Geography – Full time 1.0 FTE, Permanent Contract

Many thanks for your interest in the above position. Please find enclosed the following documents:

- Information about Standish Community High School
- Information about the Humanities Department
- Exam Results
- Job Description
- Person Specification

Standish Community High School is advertising for a Teacher of Geography to commence employment with effect from 1<sup>st</sup> January 2022.

Standish Community High is a thriving, vibrant and forward thinking secondary school located on an extensive and well-resourced campus in Standish, Wigan. Academic achievement, behaviour and personal development reflects our motto `Be Outstanding`.

Within the local authority and community we are recognised as a beacon of excellence and have been awarded the "Secondary School of the Year" prize for the Wigan area in 2021, 2019, 2017 and 2016.

In 2020 we received the NCB (National Children's Bureau) Wellbeing Award for putting the mental, physical and emotional wellbeing of its staff and students at the forefront of everything we do.

We are looking to appoint enthusiastic, self-motivated and highly organised people to contribute to the outstanding support, care and guidance that the school offers its pupils. Applications are sought from people with energy, commitment and a determination to succeed. This post is open to both experienced teachers and those new to the profession.

Your completed application form should be accompanied by a covering letter and sent via email to: <u>recruitment@mosaicmat.net</u>. Late applications will not be considered.

The closing date is Wednesday 29<sup>th</sup> September at 12.00 noon. Interviews are scheduled to take place on Monday 4<sup>th</sup> October.

Yours faithfully,

Mr A Pollard **Executive Headteacher** 







September 2021

Dear Applicant,

Welcome to Standish Community High School.

Thank you for considering an application to the permanent post of Teacher of Geography at Standish Community High School. I am happy to recommend Standish to you as a high performing and successful school with an intake of 1300 students. Our most recent Ofsted judgment, in November 2014, recorded an overall judgment of good in every category. However, we are working relentlessly to achieve "outstanding".

Our attainment figures for 2015 placed us in the top non-selected state-funded schools in England. This accolade has contributed to our designation as a Leading Edge school by the Secondary Schools and Academies Trust (SSAT). For the fourth year running we were placed in the top 10% of non-selective schools nationally for attainment and in 2016 and 2017, we were placed in the top 20% of schools nationally for progress. These awards, along with others we have received, show our aspirations and ambitions for our students and equally the commitment, dedication and professionalism of our staff. We were delighted that our successes continued in 2018 and 2019 achieving positive progress 8 scores.

Although all schools are facing considerable change in education, we believe that our core values and positive ethos will guide us as we face the future. As a school, we remain entirely focussed on and determined to unleash the potential in all students irrespective of background or ability.

Standish Community High School has formed a Multi Academy Trust, as the lead school, with another local secondary school and more recently a local primary school. This has provided the potential to open greater career opportunities in the near future. The Mosaic Academy Trust, as an organisation seeks to value each and every member of the community, to become a family of schools that will welcome other schools and be a Trust, whose chief aim is to become stronger as a whole than by the sum of its parts. The Trust has a Trade Union Recognition Agreement in place.

Hopefully, this has inspired you to take a serious look at Standish. I consider it a tremendous privilege to be the Headteacher at Standish and lead such an incredibly well-motivated and inspiring team of teachers and support staff.

I look forward to receiving your application form.

Yours faithfully,

Mrs L Barker Headteacher School





Thank you for considering the Teacher of Geography post at Standish Community High School. Geography is taught as a discrete subject, alongside History and Religious Education as part of the wider Humanities faculty which is made up off 12 subject specialists, who are passionate about providing the best teaching and learning experiences to improve the life chances of the students in the school. The department, housed in the new building, takes pride in its positive and welcoming approach and all its staff members work tirelessly to give students a memorable experience every lesson. Students receive one hour of mixed ability Geography in Year 7, while in Years 8 and 9, students are taught in sets for two hours per week. In KS4, students who opt for Geography are taught for three hours per week in both Year 10 and Year 11.

We are looking for an outstanding classroom practitioner with high expectations and a passion for developing their students' potential. Experienced teachers and those new to the profession are encouraged to apply. The Geography department places a significant emphasis on student progress and it has high aspirations for all. We are looking for a teacher that will play a significant role in the continuing success of the department. The Geography department achieved the following results in recent years:

GCSE Geography	2018	2019	2020 Centre Assessed Grade	2021 Teacher Assessed Grades
Option numbers	66	48	62	87
Grades 9-7 %	27.3	27.1	27.4	26.7
Grades 9-5%	59.1	54.2	58.1	65.1
Grades 9-4%	71.2	83.3	80.6	88.4
Grades 9-1%	100	100	100	100

The successful candidate will:

- Commit to high standards in the classroom and contribute to shared department resources
- Be a reflective practitioner with a passion for continuous professional development
- Contribute to the team ethos in the department and the wider faculty
- Strive to develop young historians who will have the skills to achieve academic success and also love Geography beyond the confines of the classroom
- Have strong subject knowledge
- Primarily teach Geography, but will be expected to teach subjects across the faculty if needed (although no prior experience of teaching History and RE is necessary)
- Be in sympathy with our strong school ethos

Candidates who are able to innovate, engage students with their passion for the subject and take part in the overall life of the school, are strongly encouraged to apply.

We will offer:

- A well established and comprehensive mentor programme
- Strong links with other local schools for partnership working and support
- A strong community spirit
- An opportunity to work with a staffing body that is very supportive towards each other, with a great camaraderie in the faculty and in the school
- Excellent CPD opportunities



I would be delighted to support the appointment of a teacher who can engage and inspire students through innovative teaching and a love for their subject. I am extremely proud of our department, and if you would like to arrange a visit to the school, please contact Miss Amy Unsworth, HR Assistant.

Kind regards,

### Mr Neil Brien Head of Department for Humanities Mr A Grant (KS4) & Mrs M Magleave (KS3) Subject Leads for Geography

### **Exam Results**

	2017	2018	2019	2020
Attainment 8	54.26	55.8	54.6	n/a
Progress 8	0.37	0.24	0.24	n/a

Standish	2017	2018	2019	2020
5 x 9 – 4 including English and Maths	80	79	81	81
English and Maths Grade 4 and above	84	85	85	85
3 9 - 7	37	40	38	40
5 9-7	29	29	24	28

English Grade 9 – 4	94	95	92	93
English Grade 9 – 5	80	86	82	84
English Grade 9 – 7	43	47	44	42

Maths Grade 9 – 4	85	86	85	85
Maths Grade 9 – 5	64	70	62	66
Maths Grade 9 – 7	32	33	24	29

Standish Subjects	Grade 9s – 2017	Grade 9s - 2018	Grade 9's - 2019	Grade 9'S – 2020
English Language	22	15	21	20
English Literature	35	19	16	21
Maths	16	15	12	16

### **JOB DESCRIPTION**

1. INTRODUC	TION
Post Title:	Teacher of Geography (Full time 1.0 FTE)
Status:	Permanent contract
Purpose:	Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and conditions document (STPCD)
	Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area as appropriate
	Monitor and support the overall progress and development of students as a teacher / Form Tutor
	Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
	Contribute to raising standards of student potential
	Share and support the school's responsibility to provide and monitor opportunities for personal and academic growth
Line Management:	Reporting to – Head of Department / SLT Link
	Responsible for – No line manager responsibility
Liaising with:	Head of School, senior leadership team, teachers and support staff, LA representatives, external agencies and parents / carers
Working time:	Full time (1.0 FTE) as specified within the STPCD
Salary /Grade:	Classroom Teachers' Pay Scale
Disclosure Level	Enhanced
Conditions of Employment	No holidays are permitted during the 190 day teaching year.



### 2.1 To carry out duties in accordance with the Teacher's Standards.

- 2.2 Work positively to the implementation of Teaching and Learning developments in line with the school SSDP and current Teaching & Learning foci.
- 2.3 Teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- 2.4 Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- 2.5 Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- 2.6 Ensure that Literacy and Numeracy are promoted and reflected in the teaching / learning experience of students.
- 2.7 Undertake a designated programme of teaching.
- 2.8 Ensure a high quality learning experience for students which meets internal and external quality standards and ensures all students make progress.
- 2.9 Prepare and update subject materials.

**TEACHING** 

2.

- 2.10 Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- 2.11 Maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- 2.12 Undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- 2.13 Mark, grade and give written / verbal and diagnostic feedback in line with the school policy.
- 2.14 As part of your contractual obligations you may be required to teach identified classes in our partner primary and high schools as part of our outreach work. This may be done either here at Standish or in those schools.

### 3. STRATEGIC / OPERATIONAL PLANNING

- 3.1 Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
- 3.2 Contribute to the curriculum area and department's development plan and its implementation.
- 3.3 Plan and prepare courses and lessons.
- 3.4 Contribute to the whole school's planning activities.

4.	CURRICULUM PROVISION
4.1	Assist the Head of Department, the Senior Leadership Team, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
5.	CURRICULUM DEVELOPMENT
5.1	Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.
6.	STAFFING
6.1	Take part in the school's staff development programme by participating in arrangements for further training and professional development.
6.2	Continue own professional development in the relevant areas including subject knowledge and teaching methods.
6.3	Engage actively in the performance management review process.
6.4	Ensure the effective / efficient deployment of classroom support.
6.5	Work as a member of a designated team and to contribute positively to effective working relations within the school.
7.	QUALITY ASSURANCE
7.1	Help to implement school quality procedures and to adhere to those.
7.2	Contribute to the process of monitoring and evaluation of the curriculum area / department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek / implement modification and improvement where required.
7.3	Review from time to time methods of teaching and programmes of work.
7.4	Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
8.	MANAGEMENT INFORMATION
8.1	Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
8.2	Complete the relevant documentation to assist in the tracking of students.
8.3	Track student progress and use information to inform teaching and learning.
8.3	Track student progress and use information to inform teaching and learning.



### 9. COMMUNICATIONS AND LIAISON

- 9.1 Communicate effectively with the parents / carers of students as appropriate.
- 9.2 Where appropriate, communicate and co-operate with persons or bodies outside the school.
- 9.3 Follow agreed policies for communications in the school.
- 9.4 Take part in liaison activities such as parent's evenings and liaison events with partner schools.
- 9.5 Contribute to the development of effective subject links with external agencies.

### **10. MANAGEMENT OF RESOURCES**

- 10.1 Contribute to the process of the ordering and allocation of equipment and materials.
- 10.2 Assist the Head of Department to identify resource needs and to contribute to the efficient / effective use of physical resources.
- 10.3 Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

### 11. **PASTORAL SYSTEM**

- 11.1 Be a Form Tutor to an assigned group of students.
- 11.2 Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- 11.3 Liaise with a Pastoral Leader to ensure the implementation of the school's pastoral system.
- 11.4 Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- 11.5 Evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- 11.6 Contribute to the preparation of action plans and progress files and other reports.
- 11.7 Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- 11.8 Communicate as appropriate, with the parents / carers of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- 11.9 Contribute to PSHCE and citizenship and enterprise according to school policy.
- 11.10 Apply the behaviour for learning policy so that effective learning can take place.

	SCHOOL ETHOS	
12.1	Play a full part in the life of the school commun encouraging staff and students to follow this ex	ity, supporting its distinctive mission and ethos and cample.
12.2	Support the school in meeting its legal requiren	nents for worship.
12.3	Promote actively the school's corporate policies	S.
12.4	Comply with the school's health and safety poli	cy and undertake risk assessments as appropriate.
12.5	This school is committed to safeguarding and p expects all staff and volunteers to share this co	promoting the welfare of children and young people and mmitment.
13.	SIGNATURES	
		ary reasonable adjustments to the job and the working opportunities for disabled job applicants or continued disabling condition.
	This job description is current at the date below consultation with you, may be changed to reflect	/ but will be reviewed on an annual basis and, following
	are commensurate with the job title and grade.	ct or anticipate changes in the job requirements, which
	are commensurate with the job title and grade. Signed	Signed(Headteacher)
	Signed	Signed
	Signed (Teacher)	Signed(Headteacher)
Safeç	Signed (Teacher) Dated	Signed (Headteacher) Dated
This s	Signed (Teacher) Dated (Teacher) sguarding of Children and Young People	Signed (Headteacher) Dated
This s all sta Whils under	Signed (Teacher) Dated (Teacher) seguarding of Children and Young People school is committed to safeguarding and promotir aff and volunteers to share this commitment.	Signed (Headteacher) Dated (Headteacher) ng the welfare of children and young people and expects ies and responsibilities of the post each individual task bected to comply with any reasonable request from the
This s all sta Whils under Head	Signed	Signed



# Person Specification Teacher of Geography

Requirements	Essential / Desirable
Experience	
Experience of successfully planning lessons and following schemes of work	E
Experience of supporting the Head of Department in delivering Development Plans to enhance performance	D
Experience of creating intervention strategies to improve student performance	D
Ability to deal successfully with students, parents and carers to resolve issues	D
Experience of using tracking systems to enhance student performance	E
Prior experience of successful teaching in the relevant curriculum area	D
Training & Qualifications	
Qualified Teacher Status	Е
Graduate level qualification in appropriate discipline	E
Recent Experience (2018/19) as an Exam Board marker for GCSE Geography	D
Knowledge & Understanding Applicants should be able to demonstrate knowledge and understanding of the follow relevant to the post Understanding of curriculum requirements and requirements for assessment, record and	wing areas E
reporting of students attainment and progress	E
Be fully aware of the Ofsted standards for teaching and able to deliver lessons appropriately	E
Be accountable to the Teachers standards	E
	E
An understanding of current educational issues in relation to the post	
An understanding of current educational issues in relation to the post Ability to write reports providing quality information to students / parents	D
Ability to write reports providing quality information to students / parents Secure knowledge of Safeguarding policies and procedures Per Personal Skills, Abilities and Competencies	D E
Ability to write reports providing quality information to students / parents Secure knowledge of Safeguarding policies and procedures Per Personal Skills, Abilities and Competencies Applicants should be able to provide evidence that they have the necessary skills ar required	D E nd abilities
Ability to write reports providing quality information to students / parents Secure knowledge of Safeguarding policies and procedures Per Personal Skills, Abilities and Competencies Applicants should be able to provide evidence that they have the necessary skills ar required High levels of communication skills both oral and written	D E nd abilities E
Ability to write reports providing quality information to students / parents Secure knowledge of Safeguarding policies and procedures Per Personal Skills, Abilities and Competencies Applicants should be able to provide evidence that they have the necessary skills ar required High levels of communication skills both oral and written Be empathetic in dealing with students, parents and carers	D E nd abilities E E
Ability to write reports providing quality information to students / parents Secure knowledge of Safeguarding policies and procedures Per Personal Skills, Abilities and Competencies Applicants should be able to provide evidence that they have the necessary skills ar required High levels of communication skills both oral and written Be empathetic in dealing with students, parents and carers High levels of inter-personal skills	D E nd abilities E E E
Ability to write reports providing quality information to students / parents Secure knowledge of Safeguarding policies and procedures Per Personal Skills, Abilities and Competencies Applicants should be able to provide evidence that they have the necessary skills ar required High levels of communication skills both oral and written Be empathetic in dealing with students, parents and carers High levels of inter-personal skills Ability to work under pressure and to strict deadlines	D E nd abilities E E E E
Ability to write reports providing quality information to students / parents Secure knowledge of Safeguarding policies and procedures Per Personal Skills, Abilities and Competencies Applicants should be able to provide evidence that they have the necessary skills ar required High levels of communication skills both oral and written Be empathetic in dealing with students, parents and carers High levels of inter-personal skills Ability to work under pressure and to strict deadlines Ability to use ICT to support teaching and learning	D E nd abilities E E E E E
Ability to write reports providing quality information to students / parents Secure knowledge of Safeguarding policies and procedures Per Personal Skills, Abilities and Competencies Applicants should be able to provide evidence that they have the necessary skills ar required High levels of communication skills both oral and written Be empathetic in dealing with students, parents and carers High levels of inter-personal skills Ability to work under pressure and to strict deadlines Ability to use ICT to support teaching and learning Able to work as part of a team	D E nd abilities E E E E
Ability to write reports providing quality information to students / parents Secure knowledge of Safeguarding policies and procedures Per Personal Skills, Abilities and Competencies Applicants should be able to provide evidence that they have the necessary skills ar required High levels of communication skills both oral and written Be empathetic in dealing with students, parents and carers High levels of inter-personal skills Ability to work under pressure and to strict deadlines Ability to use ICT to support teaching and learning Able to work as part of a team Ability to work unsupervised and under own initiative as required	D E nd abilities E E E E E E E E
Ability to write reports providing quality information to students / parents Secure knowledge of Safeguarding policies and procedures Per Personal Skills, Abilities and Competencies Applicants should be able to provide evidence that they have the necessary skills ar required High levels of communication skills both oral and written Be empathetic in dealing with students, parents and carers High levels of inter-personal skills Ability to work under pressure and to strict deadlines Ability to use ICT to support teaching and learning Able to work as part of a team Ability to work unsupervised and under own initiative as required Ability to manage own workload	D E nd abilities E E E E E E E E
Ability to write reports providing quality information to students / parents Secure knowledge of Safeguarding policies and procedures Per Personal Skills, Abilities and Competencies Applicants should be able to provide evidence that they have the necessary skills ar required High levels of communication skills both oral and written Be empathetic in dealing with students, parents and carers High levels of inter-personal skills Ability to work under pressure and to strict deadlines Ability to use ICT to support teaching and learning Able to work as part of a team Ability to work unsupervised and under own initiative as required Ability to manage own workload Willingness to work flexibly across the day, week and year	D E nd abilities E E E E E E E E E
Ability to write reports providing quality information to students / parents Secure knowledge of Safeguarding policies and procedures Per Personal Skills, Abilities and Competencies Applicants should be able to provide evidence that they have the necessary skills ar required High levels of communication skills both oral and written Be empathetic in dealing with students, parents and carers High levels of inter-personal skills Ability to work under pressure and to strict deadlines Ability to use ICT to support teaching and learning Able to work as part of a team Ability to work unsupervised and under own initiative as required Ability to manage own workload	D E nd abilities E E E E E E E E E E
Ability to write reports providing quality information to students / parents Secure knowledge of Safeguarding policies and procedures Per Personal Skills, Abilities and Competencies Applicants should be able to provide evidence that they have the necessary skills ar required High levels of communication skills both oral and written Be empathetic in dealing with students, parents and carers High levels of inter-personal skills Ability to work under pressure and to strict deadlines Ability to use ICT to support teaching and learning Able to work as part of a team Ability to work unsupervised and under own initiative as required Ability to manage own workload Willingness to work flexibly across the day, week and year Ability to find solutions to immediate, medium and long-term problems Personal Qualities	D E nd abilities E E E E E E E E E E E
Ability to write reports providing quality information to students / parents Secure knowledge of Safeguarding policies and procedures Per Personal Skills, Abilities and Competencies Applicants should be able to provide evidence that they have the necessary skills ar required High levels of communication skills both oral and written Be empathetic in dealing with students, parents and carers High levels of inter-personal skills Ability to work under pressure and to strict deadlines Ability to use ICT to support teaching and learning Able to work as part of a team Ability to work unsupervised and under own initiative as required Ability to manage own workload Willingness to work flexibly across the day, week and year Ability to find solutions to immediate, medium and long-term problems	D E nd abilities E E E E E E E E E E E D
Ability to write reports providing quality information to students / parents Secure knowledge of Safeguarding policies and procedures Per Personal Skills, Abilities and Competencies Applicants should be able to provide evidence that they have the necessary skills ar required High levels of communication skills both oral and written Be empathetic in dealing with students, parents and carers High levels of inter-personal skills Ability to work under pressure and to strict deadlines Ability to use ICT to support teaching and learning Able to work as part of a team Ability to work unsupervised and under own initiative as required Ability to manage own workload Willingness to work flexibly across the day, week and year Ability to find solutions to immediate, medium and long-term problems Personal Qualities Integrity, professionalism and diplomacy	D E ad abilities E E E E E E E E E D
Ability to write reports providing quality information to students / parents Secure knowledge of Safeguarding policies and procedures Per Personal Skills, Abilities and Competencies Applicants should be able to provide evidence that they have the necessary skills ar required High levels of communication skills both oral and written Be empathetic in dealing with students, parents and carers High levels of inter-personal skills Ability to work under pressure and to strict deadlines Ability to use ICT to support teaching and learning Able to work as part of a team Ability to work unsupervised and under own initiative as required Ability to manage own workload Willingness to work flexibly across the day, week and year Ability to find solutions to immediate, medium and long-term problems Personal Qualities Integrity, professionalism and diplomacy Tact and a sense of humour	D E ad abilities E E E E E E E E E D
Ability to write reports providing quality information to students / parents Secure knowledge of Safeguarding policies and procedures Per Personal Skills, Abilities and Competencies Applicants should be able to provide evidence that they have the necessary skills ar required High levels of communication skills both oral and written Be empathetic in dealing with students, parents and carers High levels of inter-personal skills Ability to work under pressure and to strict deadlines Ability to use ICT to support teaching and learning Abile to work as part of a team Ability to work unsupervised and under own initiative as required Ability to manage own workload Willingness to work flexibly across the day, week and year Ability to find solutions to immediate, medium and long-term problems Personal Qualities Integrity, professionalism and diplomacy Tact and a sense of humour A personal and friendly nature	D E ad abilities E E E E E E E E D D E E E E E E E E E
Ability to write reports providing quality information to students / parents Secure knowledge of Safeguarding policies and procedures Per Personal Skills, Abilities and Competencies Applicants should be able to provide evidence that they have the necessary skills ar required High levels of communication skills both oral and written Be empathetic in dealing with students, parents and carers High levels of inter-personal skills Ability to work under pressure and to strict deadlines Ability to use ICT to support teaching and learning Ability to work unsupervised and under own initiative as required Ability to work unsupervised and under own initiative as required Ability to manage own workload Willingness to work flexibly across the day, week and year Ability to find solutions to immediate, medium and long-term problems Personal Qualities Integrity, professionalism and diplomacy Tact and a sense of humour A personal and friendly nature Accurate completion of school application form Letter which addresses person specification, evidence in letter and application	D E ad abilities E E E E E E E E C C C C C C C C C C C
Ability to write reports providing quality information to students / parents Secure knowledge of Safeguarding policies and procedures Per Personal Skills, Abilities and Competencies Applicants should be able to provide evidence that they have the necessary skills ar required High levels of communication skills both oral and written Be empathetic in dealing with students, parents and carers High levels of inter-personal skills Ability to work under pressure and to strict deadlines Ability to use ICT to support teaching and learning Able to work as part of a team Ability to work unsupervised and under own initiative as required Ability to manage own workload Willingness to work flexibly across the day, week and year Ability to find solutions to immediate, medium and long-term problems Integrity, professionalism and diplomacy Tact and a sense of humour A personal and friendly nature Accurate completion of school application form	D E ad abilities E E E E E E E E D D E E E E E E E E E
Ability to write reports providing quality information to students / parents Secure knowledge of Safeguarding policies and procedures Per Personal Skills, Abilities and Competencies Applicants should be able to provide evidence that they have the necessary skills ar required High levels of communication skills both oral and written Be empathetic in dealing with students, parents and carers High levels of inter-personal skills Ability to work under pressure and to strict deadlines Ability to use ICT to support teaching and learning Able to work as part of a team Ability to work unsupervised and under own initiative as required Ability to manage own workload Willingness to work flexibly across the day, week and year Ability to find solutions to immediate, medium and long-term problems Personal Qualities Integrity, professionalism and diplomacy Tact and a sense of humour A personal and friendly nature Accurate completion of school application form Letter which addresses person specification, evidence in letter and application High standards in spelling and writing	D E ad abilities E E E E E E E C C C C C C C C C C C C
Ability to write reports providing quality information to students / parents Secure knowledge of Safeguarding policies and procedures Per Personal Skills, Abilities and Competencies Applicants should be able to provide evidence that they have the necessary skills ar required High levels of communication skills both oral and written Be empathetic in dealing with students, parents and carers High levels of inter-personal skills Ability to work under pressure and to strict deadlines Ability to use ICT to support teaching and learning Ability to work unsupervised and under own initiative as required Ability to work unsupervised and under own initiative as required Ability to find solutions to immediate, medium and long-term problems Dersonal Qualities Integrity, professionalism and diplomacy Tact and a sense of humour A personal and friendly nature Accurate completion of school application form Letter which addresses person specification, evidence in letter and application High standards in spelling and writing Legall Issues Legally entitled to work in the UK	D E ad abilities
Ability to write reports providing quality information to students / parents Secure knowledge of Safeguarding policies and procedures Per Personal Skills, Abilities and Competencies Applicants should be able to provide evidence that they have the necessary skills ar required High levels of communication skills both oral and written Be empathetic in dealing with students, parents and carers High levels of inter-personal skills Ability to work under pressure and to strict deadlines Ability to use ICT to support teaching and learning Able to work as part of a team Ability to work unsupervised and under own initiative as required Ability to manage own workload Willingness to work flexibly across the day, week and year Ability to find solutions to immediate, medium and long-term problems Personal Qualities Integrity, professionalism and diplomacy Tact and a sense of humour A personal and friendly nature Accurate completion of school application form Letter which addresses person specification, evidence in letter and application High standards in spelling and writing	D E ad abilities E E E E E E E E E E E E E E E E E E E