

## **Support Learning Programme Coordinator Person Specification**

This person specification shows the abilities, skills and qualifications you will need to carry out the duties associated with the role. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form. If you are selected for interview you may be asked to undertake practical tests to cover the skills and abilities listed below. You may also be asked to produce original copies of qualification certificates.

### **Qualifications**

- Good general education including 5+ A\*-C grades at GCSE including English Language and Maths
- Level 3 (A Level) qualifications to access a degree course, or a degree (desirable)
- Evidence of qualification by experience
- Evidence of relevant and continuous professional development especially in SEND and Behaviour Management
- HLTA Status (desirable)
- A high level of competence in using ICT
- Experience of ASDAN (desirable)
- Experience of SIMS (desirable)

### **Abilities, Experience and Knowledge**

- Experience of working in an academy or within an educational setting
- Experience of teaching and learning to a small group of students, including specific interventions
- Ability to demonstrate sufficient knowledge and understanding in literacy and/or numeracy to progress students learning
- Evidence of successful management of student behaviour
- Experience of working with a variety of internal teams and external partners
- Evidence of ability to analyse and interpret data
- Experience of working and delivering a variety of educational packages including reading and/or numeracy intervention programmes (desirable)
- Understand statutory SEN frameworks including Code of Practice (desirable)
- Know how to advance students' progress through use of learning technologies and other programmes of study (desirable)
- Ability to communicate orally and in writing to a wide range of audiences
- Ability to work and, where appropriate, take decisions independently
- Ability to identify and put in place appropriate interventions (desirable)
- Understanding of Child Development and key factors of students learning processes (desirable)

### **Personal Qualities**

- Excellent influencing skills with the ability to maintain strict confidentiality
- Enthusiastic, hard-working, flexible, patient, positive and resilient
- Initiative and ability to prioritise ones' own work and that of others to meet deadlines when under pressure and as part of a team, thinking creatively, calmly and flexibly

- Able to build positive and maintain good professional relationships with colleagues
- Ability to self-evaluate learning needs and willingness to participate in development and training opportunities
- High expectations of oneself and others
- Personal integrity, commitment to fairness and equity
- Ability to empathise, give sensitive constructive feedback
- Excellent interpersonal skills and ability to communicate efficiently
- Ability to relate well with young people and adults
- A willingness to seek specialist advice and awareness of where to seek it
- Ability to adhere to the school's policies and procedures relating to child protection, health and safety, security, confidentiality and data protection
- Show respect, promote and demonstrate the school's CHARACTER values