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| **Person Specification****APA001: Year Manager** |  |  |
| **Selection Criteria** | **Essential/****Desirable** | **Assessment** |
| **Knowledge and Understanding** |
| Has GCSE English and Maths qualification at Grade C/4 or above | E | A |
| Has experience of successful mentoring at secondary school level | D | A |
| Has demonstrated further professional development through qualifications or training | E | A |
| Is qualified to NVQ level 3 is essential; level 4 or degree  | D | AR |
| Has at least 3 years of working in an educational/young person context | E | AR |
| Knows and understands what constitutes high quality support | E | AIR |
| Can demonstrate high standards of organisation that leads to raising the standard of support for students | E | AI |
| Has demonstrated personal effectiveness in improving the quality of student wellbeing with particular emphasis on vulnerable groups e.g. DisA | E | R |
| Has knowledge of strategies around improving the climate for learning | E | AI |
|  Has knowledge of Child Protection and Safeguarding Procedures | D | AIR |
| Has knowledge of anti- bullying and anti- racist/discrimination strategies | D | AIR |
| Has experience of working with vulnerable children | E | AI |
| Has experience of working with challenging and disaffected children | E | AI |
| Knows and understands how supporting learning can enrich a student’s wellbeing | D | IR |
| Has a good understanding of how to maintain effective links with external agencies such as Social Care, the Virtual School for LAC, Neighbourhood Police Team and Healthy Young Minds in order to support students and their families | D | I |
| Has good knowledge of supporting Children in Care / Looked After Children | E | AIR |
| Has experience of liaising with teachers about the wellbeing of students | D | AI |
| Has excellent knowledge of how to celebrate good attendance and tackle poor attendance | E | AI |
| Has experience of leading a team | D | AI |
| Has some experience of taking a lead in assemblies | D | AI |
| Has good knowledge of how to develop a year group ethos | D | AI |
| Has excellent knowledge and understanding of how celebration of success can lead to raising student self-esteem | E | IR |
| Has excellent knowledge of how to use the IT management systems to record and extract student information | E | AI |
| Has experience of running extra-curricular activities | E | A |
| Has demonstrated positive strategies when dealing with parents | E | AIR |
| Nominated first aider (must be willing to train) | E | I |
| **Leadership & Management** |
| Is a role model for staff and students | E | IR |
| Is able to secure the commitment of staff | E | IR |

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| Has high expectations, sets and delivers high standards and commands credibilitythrough expertise | E | AIR |
| Is able to plan, assess, review and evaluate effectively and efficiently | E | IR |
| Is able to set out a plan and implement the actions | D | IR |
| Has managed people, achieved desired outcomes and can challenge underperformance | E | IR |
| Knows when to consult, make decisions and refer to others | E | IR |
| Is able to prioritise | E | IR |
| Is able to meet deadlines and ensure that others can | E | R |
| Can communicate effectively to different audiences in different ways | E | IR |
| Promotes positive communication with stakeholders | E | IR |
| Can build positive relationships with staff | E | R |
| **Self Management** |
| Manages his/her own personal time effectively | E | R |
| Sets and achieves challenging professional goals | E | R |
| Takes responsibility for their own professional development | E | R |
| **Personal Attributes** |
| Enjoys seeing young people learn in a positive climate and is committed to ensuring all are supported in making progress | E | AIR |
|  Is committed to engaging learners and ensuring that they are safe | E | AIR |
|  Is reliable and has an excellent record of attendance and punctuality | E | R |
|  Has a personal impact/presence underpinned by high expectations of  achievement and behaviour | E | IR |
| Has a sense of humour  | E | IR |
| Is sensitive, empathetic yet professionally and objectively detached whenmanaging conflicts | E | R |
| **Other** |
| Willingness to visit students in off-site provision | E | AIR |
| Willingness to assist in home visits for students | D | AIR |
| Willingness to carry out student supervision duties | E | AIR |
| Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people | E | IR |
| Acts with integrity, fairness and in an ethical manner | E | R |

SAFER RECRUITMENT STATEMENT

Glossopdale School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Key A - Application**

**I - Interview**

**R – Reference**