



# St Philomena's

## Catholic High School for Girls

### HEAD OF YEAR – LEARNING LEAD (NON TEACHING) ST. PHILOMENA'S CATHOLIC HIGH SCHOOL FOR GIRLS

#### PERSON SPECIFICATION:

The person specification shows the abilities and skills you will need to carry out the duties in the Job Description. 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 also to undertake practical tests to cover the skill and abilities shown below:

It would be desirable for all applicants to have the following experience, qualifications and knowledge. However the training will be given to suitable candidates.

Selection Criteria	Essential - These are qualities without which the Applicant could not be appointed	Desirable - These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	A = Application I = Interview R = Reference
Training and Education	<ul style="list-style-type: none"> <li>Relevant professional qualification or other accreditation.</li> <li>Degree level qualification or equivalent ability/experience.</li> <li>Level of numeracy and literacy sufficient to carry out the duties of the post.</li> <li>Trained in safeguarding – Keeping Children Safe in Education (KCSIE) – September 2018</li> </ul>		A I R  A I  A I R  A I R
Experience	<ul style="list-style-type: none"> <li>Experience of working with young people in an educational environment.</li> <li>Excellent ICT with experience of using Database, SIMS, Word Processing &amp; Spreadsheets.</li> <li>Understanding of how students learn and barriers to learning.</li> <li>Understanding of issues that may affect a student's ability to attend school.</li> <li>Understanding of issues linked to confidentiality,</li> </ul>		A I R  A I R  A I  A I  A I

	handling personal matters in a professional manner.		
	<ul style="list-style-type: none"> <li>• Experience of liaising with external agencies or organisations.</li> <li>• Knowledge and experience of a range of behaviour management strategies and styles to support students and staff.</li> <li>• A track record in school improvement and the raising of standards to the highest level</li> </ul>	<ul style="list-style-type: none"> <li>• Successful preparation of candidates for public examination</li> <li>• Experience of direct leadership and management of a significant number of colleagues</li> <li>• Experience of working with disadvantaged young people.</li> <li>• Experience of peer coaching/mentoring.</li> </ul>	A I A I A I A I A I A I
Leadership and Management Skills	<ul style="list-style-type: none"> <li>• Excellent record of punctuality and attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of Appraisal Review of colleagues</li> </ul>	A R A R
Communication Skills	<ul style="list-style-type: none"> <li>• Communicate effectively, orally and in writing to a range of audiences (pupils, parents, colleagues, governors, local authority and outside agencies)</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiate and consult effectively</li> </ul>	A I R A R
Self Management	<ul style="list-style-type: none"> <li>• Work under pressure: meet deadlines</li> <li>• Prioritise and manage their own time effectively</li> <li>• Achieve challenging professional goals</li> </ul>		A I R A I A I R
Knowledge and Skills	<ul style="list-style-type: none"> <li>• Demonstrate Emotional Intelligence and Social Awareness</li> <li>• The purposes of "support for learning" &amp; relationship to the whole school curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the use and application of ICT in a range of Contexts</li> </ul>	I R A I A I R

	<ul style="list-style-type: none"> <li>An understanding of the process of departmental review and self-evaluation</li> <li>An awareness of development planning and target setting</li> </ul>		A I R  A I
Personal Attributes and Professional Qualities	<ul style="list-style-type: none"> <li>Personal impact and presence</li> <li>Adaptability to changing circumstances and new ideas and an ability to challenge the status quo</li> <li>High levels of motivation and a commitment to high standards</li> <li>Analytical, creative and flexible thinking</li> <li>Reliability and integrity</li> </ul>	<ul style="list-style-type: none"> <li>Self Confidence</li> <li>The ability to promote team values and encourage others to do the same</li> <li>Capacity to manage and enthuse professional staff in a way that promotes an atmosphere of co-operation and mutual support</li> </ul>	A I  A I  A I R  A I  A I I A R  A R
Special Requirements	<ul style="list-style-type: none"> <li>A willingness to support/uphold the Catholic ethos of the school and commitment to the schools aims and values.</li> <li>Working knowledge of EU General Data Protection Regulation (GDPR) legislation, compliance criteria and practical application in the working environment.</li> <li>Flexible approach to working hours to meet the needs of the organisation.</li> <li>To participate fully in the life of the school</li> <li>Ability to demonstrate a willingness to attend appropriate training and development.</li> <li>Willing to take part in an ongoing process of personal development and review.</li> <li>Willing and able to deal with disruptive pupils, e.g. on truancy patrols, aggressive behaviour, etc.</li> <li>Commitment to maintaining</li> </ul>		A I  A I  A I  A I  A I  A I R  A I

	<p>confidentiality.</p> <ul style="list-style-type: none"> <li>• Ability to understand and demonstrate commitment to Work within and promote compliance with the Equality Act (2010) through the School's Equality Duty Information and Objectives Document.</li> <li>• Ability to comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection.</li> <li>• A willingness to adhere to Health and Safety Regulations, including those relating to Manual Handling and Positioning of students, also the ability to ensure that the environment is safe to work in.</li> <li>• Empathy with young people facing barriers to their learning.</li> <li>• A commitment to helping students achieve through education and learning.</li> <li>• <b>Must satisfy relevant pre-employment checks.</b></li> <li>• This post will involve contact with vulnerable groups (children, young people and/or adults) and is therefore exempt from the Rehabilitation of Offenders Act 1974 and subject to an Enhanced Disclosure and Barring Service (DBS) check. This exemption means that applicants for this post are required to declare all criminal convictions, cautions, reprimands and bind-overs both spent and unspent in their application, regardless of the passage of time.</li> </ul>		<p>A I</p> <p>A I</p> <p>A I</p> <p>A I</p> <p>A I</p>
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