THE BISHOP FRASER TRUST
A CHURCH OF ENGLAND MULTI ACADEMY TRUST

Person Specification

Bolton St Catherine's Academy

	YEAR LEADER - CRITERIA	Essential / Desirable
Work related circumstances – professional values and practices of the Bishop Fraser Trust	High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	E
	Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	E
	Commitment to the Trust's Christian ethos and educational purpose, demonstrating and promoting the positive values, attitudes and behaviour they expect from the students with whom they work	E
	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	E
	Able to liaise sensitively and effectively with parents and carers recognising their role in student learning	E
	Able to improve their own practice through evaluations and discussion with colleagues.	E
	Flexible with an ability to be able to embrace and generate change	E
Personal Qualities	Strongly self-motivated and personally resilient	E
	Exceptional levels of personal integrity, discretion, honesty, reliability and self-awareness	E
	Approachable	E
	Conscientious and diligent work ethic	E
	High standard of professional personal presentation with an excellent attendance and time-keeping record	E
	Patience, kindness and understanding	E
Role Specific Professional Dispositions	Evidence that the candidate perceives that the role of the Year Leader is to provide and advocate effectively for **all** of their year group through identifying individual needs and providing appropriate support to maximise student progress	E
	Interest in keeping up to date with latest learning support strategies	E
	Evidence of learning beyond the workplace	D
Qualifications/ Training	5 A*-C GCSEs including English & Maths	E
	A level standard of education or equivalent	E
	Degree in relevant discipline	D
	Counselling qualification	D
	First Aid at Work	D
Experience	Minimum 2 years' experience of working with secondary aged children in any setting	E
	Minimum 2 years' experience of working with secondary aged children in an educational setting	D
	Experience of working with students with behavioural / social and emotional difficulties and implementing effective behaviour management strategies	E
	Experience of delivering bespoke behaviour management and engagement strategies. E.g. anger management sessions or willingness to train to deliver	D

	YEAR LEADER - CRITERIA	**E**ssential / **D**esirable
	Experience of leading a small team of people to deliver required outcomes	E
Knowledge	Understanding of the principles of child development	E
	Working knowledge of relevant policies/codes of practice/legislation	E
	Understanding of statutory frameworks relating to safeguarding and child protection including Early Help Assessments	E
	Understanding of inclusion, especially within a school setting	E
General Skills	Ability to plan, organise and prioritise effectively	E
	Strong administrative skills, able to complete and deal with any required documentation in an appropriate, timely, efficient manner	E
	Ability to write reports using professional language, correct spelling and grammar	E
	Ability to gather information and present either verbally or in writing in a concise easily understood way	E
	The ability to manage highly confidential material in an appropriately sensitive way including the electronic filing of such documents	E
	Ability to use technology and appropriate software to enhance learning	E
	Ability to use Management Information Systems (e.g. SIMs)	E
	Ability to work effectively within a team environment, understanding roles and responsibilities	E
	Ability to influence and motivate a team of form tutor staff, ensuring effective communication and 'buy in' to new initiatives, non-negotiables, strategies, protocols	E
	Ability to work with children at all levels regardless of specific individual need and identify and employ those strategies that work best to engage them in becoming a positive member of our school community	E
	Excellent personal numeracy and literacy skills	E
Communication skills	Confident communicator, effectively and professionally communicating with clarity both in verbal and written form to a variety of audiences	E
	Ability to identify, assess and diffuse potentially confrontational situations	E

December 2019