

PERSON SPECIFICATION- Progress Leader

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, indicating experience and where appropriate citing supporting examples within their application.

Qualifications & Training	Essential/Desirable	How Identified
<input type="checkbox"/> Relevant qualifications, e.g. <ul style="list-style-type: none"> ● GCSE English and Maths or equivalent and /or ● Level 2 /3 Support Work in Schools 	E	Application form/Interview/Task
<input type="checkbox"/> Experience of using SIMS system or similar data management system	D	
<input type="checkbox"/> Experience of using Microsoft Office	D	
<input type="checkbox"/> First Aid Qualified (or willing to qualify)	D	
<input type="checkbox"/> Willingness to develop new skills by participating in CPD	E	
Knowledge & Experience	Essential/Desirable	How Identified
<input type="checkbox"/> Knowledge and experience in Primary or Secondary education	E	Application form/Interview/Task
<input type="checkbox"/> Experience of counselling/mentoring or coaching young people	D	
<input type="checkbox"/> Ability to prepare and write reports and produce factual and statistical information as required	D	
<input type="checkbox"/> Supporting students with significant consistent underachievement	E	
<input type="checkbox"/> Providing support to teacher by working in class or small intervention groups	E	
<input type="checkbox"/> Introducing and developing 1:1 mentoring relationships with students	D	
<input type="checkbox"/> Experience of liaising with external agencies	D	
<input type="checkbox"/> Experience of working as part of a schools pastoral team	D	
Skills & Key Criteria	Essential/Desirable	How Identified
<input type="checkbox"/> A positive and co-operative team member	E	

<input type="checkbox"/> Ability to prioritise workload effectively to meet deadlines	E	Application form/Interview/Task
<input type="checkbox"/> Excellent communication and inter-personal skills	E	
<input type="checkbox"/> Ability to monitor, manage attendance, behaviour data	E	
<input type="checkbox"/> Ability to understand and relate well to young people	E	
<input type="checkbox"/> Ability to manage, analyse and interpret data and present reports	E	
<input type="checkbox"/> Ability to work independently and take initiative	E	
<input type="checkbox"/> Ability to set targets and monitor progress	E	
<input type="checkbox"/> Ability to support the work of colleagues	E	
<input type="checkbox"/> Ability to maintain a professional manner in challenging situations	E	
Personal Attributes	Essential/Desirable	How Identified
<input type="checkbox"/> A supportive and co-operative team member	E	Application form/Interview
<input type="checkbox"/> Standards driven	E	
<input type="checkbox"/> Ability to work outside normal academy hours in line with academy and community needs	D	
<input type="checkbox"/> Ability to travel to multi-site locations across the Trust	D	
Equal Opportunities	Essential/Desirable	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Application form
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Safeguarding	Essential/Desirable	How Identified
<input type="checkbox"/> Commitment to the protection and safeguarding of children and young people	E	Application form/Interview
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	D	