**Person Specification: **

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| **Qualifications and awards** | **Essential** | **Desirable** | **How Tested** |
| GCSE Literacy and numeracy or equivalent | X |  | A |
| HNC/HND/degree or equivalent or above in relevant field |  | X | A |
| Professional qualifications in relevant technologies |  | X | A |
| **Professional Knowledge and Experience** |  |  |  |
| Experience of leading and line managing a team |  | X | A,I |
| Experience and high level of skills in the use and functionality of databases, MS Excel & Access | X |  | A,I |
| Excellent analytical skills to interpret large volumes of information. | X |  | A,I,R |
| The ability to understand and work to complex rules and regulations and translate these into data, guidance and reports. | X |  | A,I,R |
| Advanced knowledge and experience of SQL. | X |  | A,I,R |
| Proven experience of working with Management Information Systems, analysis of data and production of reports in various formats. | X |  | A,I,R |
| Current knowledge of FE sector funding methodologies and audit compliance requirements. |  | X | A,I,R |
| Experience of preparing a variety of reports on performance indicators for senior managers, OFSTED and other stakeholders |  | X |  |
| Knowledge and experience of the further education sector – and key functions such as enrolment data processing, exam results processing, timetabling and resource allocation etc. |  | X | A,I |
| Experience of producing training materials and delivering training sessions. |  | X | A,I |
| Experience of documenting work and developments in a clear way so that system operations are accessible by all. |  | X | A,T |
| **Technical competencies and skills** |  |  |  |
| Experienced in the development of reports using Microsoft Reporting Services (SSRS) | X |  | A,T |
| Skilled in the design, development and interrogation of relational databases. (SQL Server) | X |  | A,T |
| Experience of maintaining and developing web applications using appropriate technologies. E.g. MS .NET | X |  | A,T |
| Capita UNITe knowledge. |  | X | A |
| Experience in the use of Compass platforms such as ProAchieve and ProMonitor. |  | X | A,I,R |
| Experience in the use of other college information platforms such as CEDAR. |  | X | A,I,R |
| Experience of updating and installing data and information software platforms and liaising with software providers or support services. |  | X | A,I |
| High levels of accuracy in analytical outcomes and reports an attention to detail and accessible format within these. | X |  | R |
| **Skills, Intellectual ability** |  |  |  |
| Ability to establish and maintain professional working relationships at all levels. | X |  | I |
| Able to get the best from a team through cohesive working, mutual support and effective deployment of skill sets. | X |  | A,I |
| Able to develop a team and individuals to improve skills and efficiency, encouraging team members to be proactive in terms of solution-focus. |  | X | A,I |
| Able to work productively and positively under pressure and time constraints. Excellent time management ability. | X |  | A,I |
| The ability to respond quickly and flexibly to changing requirements and demonstrate initiative. | X |  | A,I,R |
| A high level of both oral and written communication skills in order to deal tactfully and sensitively with people at all levels. | X |  | A,I,R |
| Good interpersonal skills and emotional intelligence. | X |  | A,I,R |
| Ability to be proactive and work in a creative and innovative way. | X |  | A,I,R |
| Understanding the importance of promoting a positive and professional persona on behalf of the college | X |  | A,I,R |
| Commitment to the process of continuous review and improvement. | X |  | A,I,R |
| A commitment to equal opportunities, customer service and quality assurance. | X |  | A,I,R |
| Willing to undergo appropriate training relevant to the job role. | X |  | A,I,R |
| High level of skills of analytical reasoning and problem solving. | X |  | A,I,R |
| Experience of communicating and ensuring compliance to regulations. |  | X | A,I,R |

The Person Specification details the principal skills and personal attributes the post holder must possess and actively demonstrate in order to effectively fulfil the role. The criteria are ranked as ‘Essential’ and ‘Desirable’ and your application form should demonstrate how you meet each individual criterion and possess the key skills relevant to the job.

The ranking of criteria on the person specification can be explained as follows:

Essential The successful candidate must meet the Essential criteria in full on the first day of commencing in post, in order to be able to effectively fulfil the role to which he/she has been appointed.

Desirable The post holder needs to meet the Desirable criteria to fulfil the role on a longer-term, permanent basis. The successful candidate would be expected to develop his/her skills and knowledge within an agreed timescale (usually within six to twelve months of his/her start date) to meet the Desirable criteria in full, if they are unable to demonstrate they meet these criteria at short-listing and interview stage.

Criteria will be measured through a number of methods, the key to which is as follows:

**A = Application**

**I = Interview**

**T = Test**

**C = Certificates**

**R = References**

**CRB = Criminal Records Bureau Disclosure**

These letters are used in the ‘Assessment Method(s)’ column on the employee specification to identify to you the combination of methods we will use to assess you against the requirements of the position for which you are applying. In the first instance your application form will be used to determine the extent to which you meet the criteria for the role and will inform our short-listing decisions.

Where criteria are to be identified through the Interview and/or Test(s), these may involve scenario-based or hypothetical questions and a combination of written exercises, literacy and/or numeracy assessments, presentations, and any other practical assessments relevant to the role.