

**Personal Specification**

The Person Specification is a picture of the skills, knowledge and experience needed to carry out the job.

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| **Attributes** | **Essential** | **Desirable** | **How Identified** |
| Relevant  Experience | Considerable experience of working in one or more of:  •Working with Children, Young  People and Families  •Teacher with Pastoral experience or  Work in a comparable Profession  • Education Welfare Work  • Social Work  • Working in Education setting | Having worked with vulnerable pupils. | Application Form Interview References |
| Education and Training | •Attainment of GCSE grade C or above  in English and Maths or able to  demonstrate equivalent numeracy  and literacy skills to a level 2 standard  of education.  Have or be willing to work towards:  • NVQ 3 in learning and support  services for children, young people  and those who care for them | •Counselling  qualification  •Dip SW or CQSW  Education  degree/diploma level •Teaching qualification •Youth and Community  Qualification | Application Form Interview References |
| Specialist Knowledge and Skills | • Education Legislation  • Child Protection  • Multi Agency Working  • Interpersonal skills  • Communication skills  • Ability to liaise with Headteacher and  Senior Staff  • Practical skills relating to planning and  utilising individual learning  programmes. | •Counselling •Mediation/Conciliation •Freedom of Information  •ICT Skills  •Able plan effectively | Application Form Interview References |
| Any Additional Factors | •Ability to communicate with a variety  of people  •Meet deadlines whilst working under  pressure  •Ability to travel both in and out of  requirements of the post.  •Displays an awareness, understanding  and commitment to the protection and  safeguarding of children and young  people.  •Self-motivated and able to work constructively as part of a team  •Ability to relate well to children and  adults  •Ability to work to deadlines and  methodical approach to work |  | Application Form Interview References |