



# Person Specification

## Supporting Children & Young People

### Grade 9

*This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006.*

*Dorothy Goodman School is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the duties within the role under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.*

ESSENTIAL	DESIRABLE	Where tested; A - Application I + Ac = Interview and/or activities R = References
<b>Qualifications</b>		
Level 2 English / Maths qualifications	Level 3 qualifications in English / Maths	A
Level 3 qualification in Teaching and Learning (or recognised qualification that is equivalent)	Level 4 + qualifications in areas linked to Teaching and Learning or higher level academic qualifications	A
	Additional qualifications/ training relating to supporting young people with one or more of the broad areas of need as identified in the SEND Code of Practice	A
	Qualifications or evidence of completing a recognised course in Coaching / Mentoring	A
<b>Culture, Values and Ethos</b>		
Empathy with children and young people		I + Ac
Ability to effectively manage pupil engagement in accordance with school policy and procedure.		A I + Ac R
Ability and keenness to use initiative and work flexibly to solve problems alongside a passion for ongoing improvement.		A I + Ac R
Willingness and ability to undertake professional development in line with school development needs as well as take responsibility for personal professional development.		A
<b>Learning, Curriculum and Assessment</b>		
Ability to support pupils' development and learning in a formal setting.	Ability to use technology / electronic database style systems effectively (e.g. Earwig or similar).	A I + Ac
Understanding of how a sequence of learning, leads planning (in a particular subject) to support pupils to make	Ability to analyse information to identify priorities informing next step learning for children and young people recognising	I + Ac

progress within the curriculum area as well as within their identified personal priorities.	what is having the most positive impact.	
Knowledge and understanding of the curriculum and expectations for the Key Stage		A I + Ac
<b>Teams</b>		
Exemplary positive and solution focussed role model in line with OTP and school policies.	Understanding of different strategies that can be used to overcome barriers to learning and able to provide suggestions based on evidence when working within the multi-professional team	A I + Ac
Well organised and able to lead and manage a staff support team by prioritising pupils needs and directing staff to meet those needs.		A I + Ac
Ability to coach and support staff enabling them to improve practice and ensure high quality outcomes for pupils.	Experience of supporting performance review and development for staff.	A
<b>Community</b>		
Approachable and effective communicator with pupils, families and colleagues.		A I + Ac
Ability to create enabling environments to support access for all pupils within the key stage / base.		A
<b>General</b>		
An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations.		A R
Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Duty 2010		