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**Person Specification**

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| **Role** | **Emmaus Support Assistant- Access Arrangements** | **Last Reviewed** | June 2024 |

**Importance of a Person Specification**

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| When shortlisting, the below criteria will be assessed as either *Essential (E)* or *Desirable (D*).  These criteria are reviewed throughout the selection process and will be considered if there is evidence in your *Application Form (AF*), your *Supporting Statement (SS)* or if we further our criteria seeking at the *interview stage (I).*  Your application form therefore needs to identify and provide some examples of how and why you feel you can demonstrate some or all of the criteria below. |

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| **JE** | **Criteria** | **Essential / Desirable** | **How Assessed** |
|  | **Personal Qualities** |  |  |
| II2 | Ability to take own initiative and prioritise own workload with little or no supervision | E | AF/SS |
| IC4 | Excellent interpersonal skills | E | AF/SS |
|  | Ability to work as part of a team and individually | E | AF |
| M3 | Good ability to maintain concentrated sensory attention including listening and counselling for large periods of time | E | I |
|  | Ability to relate to and inspire young people with vision impairment and other Special Educational Needs and/or disabilities (SEND) | D | I |
|  | **Knowledge & Skills** |  |  |
| K3 | Ability to apply complex knowledge of procedures and systems and the operation of equipment to perform tasks | E | AF/SS |
| IC4 | A proven track record of effective working with a variety of stakeholders | D | AF/SS |
| K3 | Good literacy and numeracy skills required | E | AF/SS |
|  | **Technical** |  |  |
| AS3 | Basic analytical skills and the ability to identify problems | E | AF/SS/I |
|  | **Experience** |  |  |
| RP1 | Experience in handling or processing information with accuracy, security and confidentiality with normal levels of care | E | AF/SS |
| ED3 | Experience of working in a position which regularly required you to manage information in relation to safeguarding issues | E | AF/SS |
|  | An understanding of the diverse learning and social needs of young people particularly with SEND, taking into account their needs and bell-being | D | AF/SS/I |
|  | Previous Learning Support Experience | D | AF/SS |
|  | **Qualifications** |  |  |
|  | 5 A\*-C Grades GCSE including English and Math’s | E | AF |
|  | NVQ L2/L3 | D | AF |
|  |  |  |  |
|  | **Service** |  |  |
|  | A commitment to working for the benefit of others | E | SS / I |
|  | A commitment to working within the expectation outlined in the Catholic purpose of all job descriptions | E | SS / I |