



Person Specification

Job Title: Hylton Castle Learning Manager

Service: People

Role Profile reference: LD8

Strengths for Matching (IJM Assessment)

(Core strengths for this particular profile have been marked on the sheet. Please select 3-4 extra strengths that are specific to the role).

Please note: You do not need to write anything on your application form about how you meet these strengths. By completing the online assessment your individual strengths have already been matched against them. You only need to write about the 'essential requirements'.

Strength	In this role it is important that an employee			Core Strength
Verbal Reasoning (Ability)		As competent as most people at using and understanding written information <input type="checkbox"/>	Highly competent in understanding and using written information <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numerical Reasoning (Ability)		As competent as most people at using and understanding numerical data information <input checked="" type="checkbox"/>	Highly competent in understanding and using numerical information <input type="checkbox"/>	<input checked="" type="checkbox"/>
Persuasive (Relationships with people)	Dislikes consciously attempting to influence others <input type="checkbox"/>	As happy as most people to persuade / influence others <input type="checkbox"/>	Likes to get people to do things by presenting a convincing case <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Controlling (Relationships with people)	Lets others take the leadership role and give instructions <input type="checkbox"/>	As comfortable as most when leading on activities <input checked="" type="checkbox"/>	Likes to take a leadership role and manage and direct the work of others <input type="checkbox"/>	<input checked="" type="checkbox"/>
Outspoken	Unprepared to	As prepared as	Freely expresses	<input type="checkbox"/>

(Relationships with people)	voice own view or opinions and criticise others <input type="checkbox"/>	most people to express views <input type="checkbox"/>	views, and prepared to criticise others <input type="checkbox"/>	
Independent minded (Relationships with people)	Accepts majority decisions to ensure consensus <input type="checkbox"/>	Balances own ideas with those of others <input type="checkbox"/>	Prefers to follow own approach to do things <input type="checkbox"/>	<input type="checkbox"/>
Outgoing (Relationships with people)	Quiet and considered approach to work <input type="checkbox"/>	As outgoing as most people in the work environment. <input type="checkbox"/>	Lively and animated style for carrying out the role <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Affiliative (Relationships with people)	Able to work in isolated roles <input type="checkbox"/>	Can work in either type of role <input checked="" type="checkbox"/>	Best suited to a team based role <input type="checkbox"/>	<input type="checkbox"/>
Socially confident (Relationships with people)		As comfortable as most in social situations <input type="checkbox"/>	Self assured when meeting new people / in social situations <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Modest (Relationships with people)	Makes strengths and achievements known to others <input type="checkbox"/>	Is relatively comfortable to talk about strengths and achievements <input type="checkbox"/>	Humble, less likely to openly discuss achievements and successes <input type="checkbox"/>	<input type="checkbox"/>
Democratic (Relationships with people)	Makes final decisions on their own <input type="checkbox"/>	Can make decisions based on own and others views <input checked="" type="checkbox"/>	Listens and widely consults before making decisions <input type="checkbox"/>	<input checked="" type="checkbox"/>
Caring (Relationships with people)	Reserves help and support for particularly serious problems <input type="checkbox"/>	A balanced approach to providing sympathy and support. <input type="checkbox"/>	Sympathetic and supportive to others <input type="checkbox"/>	<input type="checkbox"/>
Data rational (Thinking style)	Deals in opinions and feelings <input type="checkbox"/>	Is able to deal with both facts and feelings <input checked="" type="checkbox"/>	Likes working with facts, figures and numerical data <input type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluative (Thinking style)	Dislikes critically evaluating, doesn't focus on potential limitations of work <input type="checkbox"/>	Will critically evaluate information when necessary to the task in hand <input type="checkbox"/>	Critically evaluates information looking for flaws and limitations <input type="checkbox"/>	<input type="checkbox"/>
Behavioural (Thinking style)	Takes little interest in why people behave as they do	Likely to be interested in human behaviour and motivation	Interested in human behaviour psychology and theories of	<input type="checkbox"/>

	<input type="checkbox"/>	when critical to the role <input type="checkbox"/>	motivation <input type="checkbox"/>	
Conventional (Thinking style)	Favours changes to work, prefers new approaches <input type="checkbox"/>	Able to work with well established and changing processes and procedures. <input type="checkbox"/>	Likes well established methods or conventional approaches <input type="checkbox"/>	<input type="checkbox"/>
Conceptual (Thinking style)	Practical down to earth approach <input type="checkbox"/>	Interested in considering practicalities as well as concepts <input type="checkbox"/>	Interested in intellectual hypothetical debate and concepts <input type="checkbox"/>	<input type="checkbox"/>
Innovative (Thinking style)	Builds on ideas generated by others <input type="checkbox"/>	May generate creative solutions but also develops others ideas. <input type="checkbox"/>	Creative thinker, generates ideas <input type="checkbox"/>	<input type="checkbox"/>
Variety Seeking (Thinking style)	Can work on repetitive tasks or on structured planned workloads <input type="checkbox"/>	Has a balanced approach to both variety or repetition <input type="checkbox"/>	Is comfortable working on a role with a high degree of variety <input type="checkbox"/>	<input type="checkbox"/>
Adaptable (Thinking style)	Behaves the same way with everybody <input type="checkbox"/>	Is as likely as most to adapt their behaviour to suit the situation <input type="checkbox"/>	Changes their behaviour to fit the situation or behaves differently depending on who they are with <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Forward thinking (Thinking style)	Focuses on the here and now <input type="checkbox"/>	Can consider both short term and long term needs when necessary <input type="checkbox"/>	Sets long term goals and takes a strategic perspective <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Detail conscious (Thinking style)	Can work in an unstructured manner or remain detached from small details <input type="checkbox"/>	Able to consider small details when necessary but may not do this as a matter of course. <input checked="" type="checkbox"/>	Is well organised, working in a methodical, systematic way <input type="checkbox"/>	<input checked="" type="checkbox"/>
Conscientious (Thinking style)	Doesn't focus too heavily on deadlines and can leave some tasks unfinished <input type="checkbox"/>	Takes a pragmatic approach to deadlines and the completion of tasks. <input type="checkbox"/>	Will see tasks through and complete them within set guidelines <input type="checkbox"/>	<input type="checkbox"/>
Rule following (Thinking style)	Likely to be more comfortable in roles with few rules	Balances working with procedures with a pragmatic	A strong preference for following rules and regulations,	<input type="checkbox"/>

	or procedures <input type="checkbox"/>	approach to delivery. <input type="checkbox"/>	taking care to stick to procedures <input type="checkbox"/>	
Relaxed (Feeling and emotions)		Finds it as easy to unwind/relax as most people <input type="checkbox"/>	Is able to remains calm and is able to unwind easily <input type="checkbox"/>	<input type="checkbox"/>
Worrying (Feeling and emotions)	Is free from worry and feels calm before key events <input type="checkbox"/>	Is likely to feel as anxious as most before key events <input type="checkbox"/>		<input type="checkbox"/>
Tough minded (Feeling and emotions)	Is sensitive to their impact on those around them <input type="checkbox"/>	Moderately sensitive to criticism and in their dealings with others <input type="checkbox"/>	Is not easily offended and will be able to deal with criticism <input type="checkbox"/>	<input type="checkbox"/>
Optimistic (Feeling and emotions)	Makes contingency plans and may dwell on negative outcomes <input type="checkbox"/>	Broadly positive in their view of the future <input type="checkbox"/>	Has a positive view of situations and of the future <input type="checkbox"/>	<input type="checkbox"/>
Trusting (Feeling and emotions)	Is able to consider the motives and intentions of others <input type="checkbox"/>	Considers the motives of others whilst being broadly trusting of them. <input type="checkbox"/>	Is trusting of people and sees others as reliable <input type="checkbox"/>	<input type="checkbox"/>
Emotionally controlled (Feeling and emotions)	Openly expresses feelings and clearly displays emotions <input type="checkbox"/>	Expresses feelings and display emotions as much as most <input type="checkbox"/>	Is able to conceal their emotions / feelings in the workplace <input type="checkbox"/>	<input type="checkbox"/>
Vigorous (Dynamism/ Energies)	Works at a steady pace, with a constant manageable workload. <input type="checkbox"/>	Happy balancing busy workloads with periods of working at a steady pace. <input type="checkbox"/>	Is comfortable dealing with high workloads - prefers to be busy <input type="checkbox"/>	<input type="checkbox"/>
Competitive (Dynamism/ Energies)	Feels that taking part is more important than winning <input type="checkbox"/>	Likely to enjoy competitive activities without the need to win. <input type="checkbox"/>	Enjoys competitive activities and processes <input type="checkbox"/>	<input type="checkbox"/>
Achieving (Dynamism/ Energies)	Is motivated by achievable targets <input type="checkbox"/>	Prefers to balance demanding and achievable targets. <input type="checkbox"/>	Likes to work to demanding goals and targets <input type="checkbox"/>	<input type="checkbox"/>
Decisive (Dynamism/ Energies)	Prefers a cautious approach to <input type="checkbox"/>	Takes decisions in a considered way, <input type="checkbox"/>	Regularly makes fast decisions and <input type="checkbox"/>	<input checked="" type="checkbox"/>

Energies)	making decisions, taking time to reach conclusions <input type="checkbox"/>	neither overly slowly or quickly. <input checked="" type="checkbox"/>	reaches conclusions quickly <input type="checkbox"/>	
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Essential Requirements	
Communicating (verbal) - Able to share information, obtain information and have dialogue with others either in person or over the telephone.	Interview
Communicating (written) - Able to share information and obtain information from others through written communication. Ability to communicate well in writing and in person Ability to communicate with people from a range of backgrounds Ability to create learning programmes and materials	Application form
Ability to develop knowledge, experience of or undertake: <ul style="list-style-type: none"> • Of the national curriculum • Of educational best practice • Of local history / natural history / oral and social history monitoring, recording and interpretation • Of life-long learning as well as more formal education • Of working with and managing volunteers of all ages • Of engaging with young people 	Interview
Democratic – Seeks and considers the views of others in setting and deciding plans, activities and progress.	Application form/Interview
Ability to meet the travel requirements of the post	Interview
The ability to work outside of normal working hours to meet the needs of the service.	Application form/Interview
Strategic Perspective – Takes a long-term view, sets goals, and evaluates the impact of ideas and policy decisions.	Interview/Managerial Scenarios Assessment
Decision making – A willingness to take action and to make decisions in line with support plans, policies and procedures, being resourceful in the face of challenges	Application form/Interview
PC Skills - Able to effectively use a PC to prepare documents, record information or input data.	Application form/Interview
Commitment to Equal opportunities	Interview

Extra essential requirements – Please add or delete as appropriate to the job role.

Flexibility – an ability to work effectively despite changes in colleagues, settings and environment as well as changing working hours and working weekends	Application form/Interview
Customer Service Excellence – Able to delight customers, deliver high quality tailored services to meet needs and exceed	Application form/Interview

expectations	
Team working – be able to work effectively within a busy team environment, be helpful and co-operative with others	Application form/Interview
Management – Establish direction, influence others towards shared goals and empower, inspire and motivate individuals.	Interview/Application Form/Managerial Scenarios Assessment
Vigour – Works at a fast pace, copes well with higher levels of workload.	Application form/Interview
Listening - Listens to others to assess requirements in order to respond appropriately and efficiently.	Application form/Interview
Innovation - the ability to be creative in working through problems and making decisions.	Application form/Interview
An ability to manage budgets	Application form/Interview