**Dene Community School**

**Person Specification**

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**Job Title: Assistant Progress Leader**

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|  | **Essential** | **Desirable** | **Evidence** |
| **Qualifications** |  |  |  |
| Demonstrable levels of numeracy and literacy equivalent to GCSE (A\*-C) or above in English, Maths and Science. |  |  | Application letter  and  interview |
| HLTA standards or equivalent qualification (NVQ Level 3 qualification) |  |  |
| Training in learning strategies relevant to literacy. |  |  |
| **Experience** |  |  |  |
| Experience of working with children (either paid or unpaid capacity) preferably in a secondary education setting. |    |  | Application letter,  interview and References |
| Evidence of specialism in specific curriculum areas or areas of particular learning difficulty. |    |  |
| **Philosophy** |  |  |  |
| Commitment to the aims of the Organisation |  |  | Application letter  and  interview |
| Commitment to self-evaluation and continuous improvement and commitment to sharing best practice |    |  |
| **Professional Knowledge/understanding** |  |  |  |
| Knowledge and understanding of the requirements of the National Curriculum. |  |  | Application letter and  interview |
| Understanding of issues affecting behaviour and barriers to learning. |  |  |
| Ability to implement individual behaviour improvement strategies. |  |  |
| Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts. |  |  |
| Good organisational and time management skills, including ability to multi-task |  |  |
| Ability to keep accurate records, and attention to detail |  |  |
| Ability to develop good working relationships with other staff |  |  |
| Ability to develop good working relationships with parents |  |  |  |
| Ability to manage potentially difficult conversations with parents/carers |  |  |  |
| Experience with SIMS |  |  |
| Experience with Microsoft Office |  |  |
| **Skills, attributes and personal qualities** |  |  |  |
| Able to form and maintain appropriate professional relationships and boundaries with children and young people. |  |  |       Application letter and interview |
| Ability and willingness to work constructively as part of a team |  |  |
| Experience of using behaviour management strategies. |  |  |
| Ability to supervise pupils effectively both in and out of school in line with the school’s behaviour policy. |  |  |
| Ability to help children and young people to transfer their learning to other parts of their lives. |  |  |
| Ability to provide a good role model to young pupils. |  |  |
| Ability to work in partnership with parents and teachers |  |  |
| A commitment to helping young pupils achieve, through education and learning. |  |  |
| Competent use of ICT skills to support learning and maintain electronic information systems. |    |  |
| Ability to use own initiative and work flexibly |  |  |
| Ability to deal with sensitive information in a confidential manner |  |  |
| Flexibility and ability to work under pressure and meet deadlines |  |  |
| Excellent written and communication skills |  |  |
| A commitment to deliver services with the framework of the school’s equal opportunities policy |  |  |
| A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service. |  |  |
| Attend school training sessions and other training opportunities. |  |  |