

## PERSONNEL SPECIFICATION

**Post title: Assistant Head of Year**

CRITERIA	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
EXPERIENCE	<ul style="list-style-type: none"> <li>• Knowledge or experience of working with young people of secondary age.</li> <li>• Experience of using different intervention methods / strategies to ensure students are successful in school.</li> <li>• Strong ICT skills</li> <li>• Experience of improving student behaviour and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to demonstrate competency in liaising with parents/carers.</li> <li>• Recent work in a school or other organisation dealing with students/young people.</li> <li>• Experience of tracking, monitoring and reviewing work undertaken with students to clearly show impact.</li> <li>• Experience of working with school outcome data – attendance / attainment / behaviour to support mentoring work with students.</li> <li>• SIMs experience</li> </ul>	Application form and letter, references, selection process and interview.
QUALIFICATIONS	<ul style="list-style-type: none"> <li>• Minimum standard of GCSE (grade A*-C) or equivalent, in English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Recognised relevant qualification or equivalent experience at level III. (NVQ, GNVQ, GCE Advanced Level).</li> </ul>	Application form and letter, reference, selection process.
TRAINING	<ul style="list-style-type: none"> <li>• Willingness to undertake further training.</li> </ul>	<ul style="list-style-type: none"> <li>• Recent mentoring training.</li> <li>• Training in a mentoring</li> </ul>	

		specialism. Willingness to gain a mini bus driving license.	Letter and Interview
SPECIAL KNOWLEDGE	<ul style="list-style-type: none"> <li>• Knowledge of the development of young people and their needs.</li> <li>• Have up to date knowledge of current learning strategies implemented across secondary schools to ensure the mentoring of students has a positive impact.</li> </ul>		Application form and letter, reference, selection process, interview.
PERSONAL CIRCUMSTANCES	<ul style="list-style-type: none"> <li>• To be able to work in a flexible way to meet the needs of students in the cohort. Will be required to attend parental consultation, open evenings as noted in the job description.</li> <li>• Will not require leave during term time. Legally entitled to work in the UK</li> <li>• Prepared to undergo the vetting procedures including an Enhanced DBS check.</li> </ul>		Application form and letter, reference, selection process.
EQUAL OPPORTUNITIES	<ul style="list-style-type: none"> <li>• Candidates should indicate an acceptance of, and a commitment to, the principles of the School's Equal Opportunities policies and practices as they relate to employment issues and to the delivery of services to the community.</li> </ul>		Application for and Interview.
DISPOSITION AND ATTITUDE	<ul style="list-style-type: none"> <li>• To be friendly, approachable, non-judgmental and engage constructively with young people and families / carers with difference ethnic and social backgrounds.</li> <li>• To have a caring attitude which reflects the desire to help young</li> </ul>		Application form and letter, reference, selection process and interview.

	<p>people achieve their potential.</p> <ul style="list-style-type: none"> <li>• Ability to work effectively with, and command the confidence of colleagues and partners at all levels internally and externally.</li> <li>• To work collaboratively with the progress team in your year group and across other key stages.</li> <li>• To have the attitude of 'no excuses' so standards and expectations improve.</li> </ul>		
PRACTICAL AND INTELLECTUAL SKILLS	<ul style="list-style-type: none"> <li>• To be literate and numerate and be able to support students in the ability and age range.</li> <li>• To be able to communicate effectively with a range of adults and young people.</li> <li>• To be able to use all school outcome data to track, monitor and identify underachievement and be able to work with the progress team to ensure effective actions are taken to push student progress.</li> </ul>		Application form and letter, reference, selection process.
PHYSICAL AND SENSORY	<ul style="list-style-type: none"> <li>• Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995 as amended by the Equality Act 2010.</li> <li>• Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties. Where pupils have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of lifting and carrying pupils, within established school procedures.</li> </ul>		

