**Personal Specification**: Assistant House Progress Leader

Demonstrated by:

E Essential D Desirable

A Application Process I Interview Process

|  |  |  |
| --- | --- | --- |
| **Experience:** | **E/D** | **A/I** |
| Experience of building effective partnerships with parents and carers | E | A/I |
| Experience of building effective relationships with students with emotional and behavioural difficulties | E | A/I |
| Experience of working with multi-agency teams | E | A/I |
|  |  |  |
| **Qualifications and Training:** | | |
| Equivalent to A Level qualification – Level 3 | E | A |
| Good literacy and numeracy – GCSE maths and English or equivalent  Preferably A Level or equivalent, or degree level | E | A |
|  |  |  |
| **Knowledge:** | | |
| A deep understanding of safeguarding systems and procedures and ways to keep children and other safe | E | A/I |
| The knowledge and understanding to work with and to support the teachers and wider professional groups to improve outcomes for challenging students | E | I |
| A good understanding of strategies to raise students attainment | D | I |
|  |  |  |
| **Aptitudes:** | | |
| Skilled classroom practitioner | E | I |
| Highly effective communication skills | E | A/I |
| Ability to form strong working relationships | E | I |
| Capacity and willingness to evaluate own and others’ performance | D | I |
| Willingness to innovate and develop self and others | D | I |
| The ability to develop strong relationships with all students | E | A/I |
| Willingness to contribute to the wider life of the school | D | I |
|  |  |  |
| **Values:** | | |
| The belief that every student can and will achieve their very best | E | A/I |
| A clear educational vision and passion for schools | E | A/I |
| Good organisational skills | E | A/I |
| Highly motivated and willing to go beyond the confines of the classroom to “give more” to the students | E | I |
| Ability to work to deadlines and manage pressure | E | A/I |
| Record of good attendance and punctuality | E | A |
|  |  |  |
| **Safeguarding and welfare of the school community:** | | |
| The ability to maintain appropriate relationships with all members of the school community | E | A/I |
| The ability to manage student sand colleagues’ behaviours in a positive way | E | A/I |
| Be clear on their motivation to work with young people | E | I |