

PERSON SPECIFICATION

Job Title: Progress Leader (Disadvantaged students)

KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and training	<ul style="list-style-type: none"> Educated to GCSE level, including English and Mathematics Computer literate in Microsoft Office packages (especially Excel) 	<ul style="list-style-type: none"> Formal safeguarding training to Level 1 or higher First aid qualification
Previous experience	<ul style="list-style-type: none"> Experience of working with young people in an educational setting 	<ul style="list-style-type: none"> Experience of using software including SIMs, ALPS and 4matrix to track progress Evidence of raising standards or improving outcomes for young people Experience of mentoring
Skills, knowledge and understanding	<ul style="list-style-type: none"> Excellent communication skills both written and verbal Ability to communicate effectively with children, parents and other staff Strong numeracy skills Good planning and organisational skills Methodical and diligent approach to tasks and data management Knowledge of a range of issues relevant to education 	<ul style="list-style-type: none"> Higher competence in ICT as a tool for educational transformation Knowledge of national policy in relation to Key Stage 3 and 4 qualifications and curriculum
Leadership and management	<ul style="list-style-type: none"> The ability to develop strong working relationships with students and staff, and with staff from outside agencies Willingness to work as part of a team Ability to be professionally discreet and to respect confidentiality 	<ul style="list-style-type: none"> Evidence of commitment to continued professional development and training Experience of co-ordinating workshops and programmes of intervention
Personal qualities	<ul style="list-style-type: none"> A commitment to ensuring that every student achieves their potential Patient, calm and resilient Ability to work under pressure Professional attitude to work, especially when representing the school To be able to speak fluent English to an appropriate standard Ability to support Whole School Safeguarding Policies & Procedures Suitability to work with children, including relevant DBS checks A commitment to continuous professional development. Ability to work independently Ability to manage time effectively and prioritise workload Ability to empathise with students in a 11-18 setting 	<ul style="list-style-type: none"> Flexibility and ability to use own initiative Ability to plan ahead and manage time effectively
Additional Factors	<ul style="list-style-type: none"> Knowledge of a range of strategies to improve pastoral care, engagement, and behaviour for learning. Ability to interpret relevant data and formulate appropriate actions 	<ul style="list-style-type: none"> Understanding of GCSE curriculum pathways Experience of interpreting data to drive pupil progress