

Person Specification – Reflective Learning Centre Coordinator

You should be able to demonstrate that you meet the following criteria:

E = Essential
D = Desirable

Measured by:

A. Application Form
C. Interview

B. Test / Exercise
D. References

Experience/Knowledge		
E	<ul style="list-style-type: none"> Experienced/knowledgeable behaviour support worker who can build strong relationships with the students and keep them engaged with their learning 	A C
E	<ul style="list-style-type: none"> Experience in varied methods of restorative and reflective practice 	A C
E	<ul style="list-style-type: none"> Recent successful experience of supporting students overcome a range of personal barriers to achieve academic success 	A C
E	<ul style="list-style-type: none"> Experience of providing behavioural / pastoral support 	A B C
E	<ul style="list-style-type: none"> Understanding of children's' emotional and educational needs 	A C
E	<ul style="list-style-type: none"> Recent, relevant experience in a school environment 	A C
E	<ul style="list-style-type: none"> Evidence of working with young people effectively 	A C
E	<ul style="list-style-type: none"> Successful contributions to team work 	A C
E	<ul style="list-style-type: none"> Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application 	A C
E	<ul style="list-style-type: none"> Knowledge, understanding and commitment to safeguarding and promoting the welfare of students 	A C
Skills, Attributes and Abilities		
E	<ul style="list-style-type: none"> Ability to work collaboratively with teachers and others 	A
E	<ul style="list-style-type: none"> Ability to effectively support and work with parents/carers 	D
E	<ul style="list-style-type: none"> Good all-round ICT skills 	A
E	<ul style="list-style-type: none"> Be resilient, reliable and possess a sense of humour 	A
E	<ul style="list-style-type: none"> Ability to use behaviour data to support and improve attitudes to learning 	C D
E	<ul style="list-style-type: none"> Good working knowledge of behaviour modification approaches and their application in a school setting 	A C D
E	<ul style="list-style-type: none"> Possess strong interpersonal skills and be able to work effectively as part of a team with the ability to communicate effectively with students and adults 	A C D
E	<ul style="list-style-type: none"> Good written communication skills 	A C D
	<ul style="list-style-type: none"> Good organisation and time management skills 	A C D
	<ul style="list-style-type: none"> To promote equality, diversity and inclusion and demonstrate this within the role. 	A C D
	<ul style="list-style-type: none"> Ability to form and maintain appropriate relationships and personal boundaries with students 	A C D
General		
E	<ul style="list-style-type: none"> Respectful towards all students, with total belief in their entitlement to a high-quality education, whatever their circumstances and ability 	A C
E	<ul style="list-style-type: none"> Committed to raising standards of achievement through high quality classroom practice 	C
E	<ul style="list-style-type: none"> Committed to the principles of the Academy programme 	A C
	<ul style="list-style-type: none"> Possess personal integrity, warmth and a willingness to grow and learn 	C
E	<ul style="list-style-type: none"> Commitment to the education of the 'whole child,' i.e. social, emotional and citizenship development 	C
E	<ul style="list-style-type: none"> Enhanced DBS Check 	C