

**Head of Year  
Person Specification**

|                                | <b>JOB REQUIREMENT</b>   | <b>Essential</b> | <b>Preferred</b> | <b>* How assessed</b> |
|--------------------------------|--|------------------|------------------|-----------------------|
| Qualifications, and experience | NVQ Level 3 or equivalent. GCSE passes at Grade C or equivalent in English/Mathematics   | ✓                |                  | A                     |
|                                | Relevant previous experience of working with young people and families to manage sensitive issues preferably in an education environment   | ✓                |                  | A                     |
|                                | Experience of working with young people on a sustained one-to-one basis, dealing with a range of sensitive and contentious issues in a variety of settings.  | ✓                |                  | A & I                 |
|                                | Experience of prioritising and managing own caseload   | ✓                |                  | A & I                 |
|                                | Knowledge of student attainment levels   |                  | ✓                | A & I                 |
|                                | Experience of supporting students with special educational needs   |                  | ✓                | A & I                 |
| Personal and interpersonal     | Demonstrates an interest in and understanding of others; Adapts to the team and builds team spirit; Recognises and rewards the contribution of others; Listens, consults others and communicates proactively; Supports and cares for others; Develops and openly communicates self-insight   | ✓                |                  | A & I                 |
|                                | Establishes good relationships with customers and staff; Builds wide and effective networks of contacts inside and outside the organisation; Relates well to people at all levels; Manages conflict; Uses humour appropriately to enhance relationship with others   | ✓                |                  | A & I                 |
|                                | Writes clearly, succinctly and correctly; Writes convincingly in an engaging and expressive manner; Avoids the unnecessary use of jargon or complicated language; Writes in a well-structured and logical way; Structures information to meet the needs and understand of the intended audience  | ✓                |                  | A & I                 |
|                                | Rapidly learns new tasks and quickly commits information to memory; Gathers comprehensive information to support decision making; Demonstrates a rapid understanding of newly presented information; Encourages an organisational learning approach (i.e. learns from successes and failures and seeks staff and customer feedback); Manages knowledge (collects, catalogues, and disseminates knowledge of use to the organisation) | ✓                |                  | A & I                 |
|                                | Appropriately follows instructions from others without unnecessarily challenging authority; Follows procedures and policies; Keeps to schedules; Arrives punctually for work and meetings; Demonstrates commitment to the organisation; Complies with legal obligations and safety requirements of the role  | ✓                |                  | A & I                 |

|                   |   |   |  |       |
|-------------------|---|---|--|-------|
|                   | Adapts to changing circumstances; Accepts new ideas and change initiatives; Adapts interpersonal style to suit different people of situations; Shows respect and sensitivity towards cultural and religious differences; Deals with ambiguity, making positive use of the opportunity it presents | ✓ |  | A & I |
|                   | Works productively in a pressurised environment; Keeps emotions under control during difficult situations; Balances the demands of a work life and a personal life; Maintain a positive outlook at work; Handles criticism well and learns from it  | ✓ |  | A & I |
| Staff Development | Willingness and ability to continue to learn and develop  | ✓ |  | A & I |
| Child Protection  | A commitment to the responsibility of safeguarding and promoting the welfare of young people  | ✓ |  | I     |
|                   | Enhanced DBS disclosure ( <i>to be completed by preferred candidate following interview</i> )   | ✓ |  |       |
|                   | Willingness to undertake Safeguarding training when required  | ✓ |  | I     |

\* A = by application, R = by references, I = assessed by Interview,