

Person Specification – Year Manager

Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

Essential

1	A minimum of 4 GCSE's grades A-C or equivalent
2	Experience of working with children or young people
3	Good understanding of the barriers to learning for young people
4	Knowledge of strategies to overcome barriers to learning
5	Good understanding of child development and learning processes
6	Able to demonstrate knowledge of relevant legislation relating to child protection
7	Ability to work effectively with minimal supervision on own initiative and as a team member
8	Effective written communication skills
9	Effective organisational skills
10	Excellent ICT skills and the ability to use the effectively to support student records
11	Committed to achieving further professional development
12	Effective oral communications and presentation skills
13	Ability to persuade, influence and gain co-operation
14	Experience of using /implementing behaviour management strategies

Desirable

15	Degree or equivalent in relevant subject area
16	Experience of using data effectively to support progress
17	Experience of working effectively with multi-agency groups, partners or external stakeholders
18	Experience of working with children with social, emotional or behavioural difficulties
19	Proven experience of working successfully in a pastoral role in a secondary school
20	Experience of supervising a team, or leading an initiative or project

Part B: Assessment Stage

Items (insert any relevant numbers e.g. 1, 3 and 8) of the application stage criteria and the criteria below will be further explored at the assessment stage:

Essential

1	2,3,4,5,6,7,12,14
2	An understanding of learner performance data and how to use it to support improvement.
3	Appropriate behaviour and attitude towards safeguarding and promoting the

	welfare of children and young people including: <ul style="list-style-type: none"> ▪ motivation to work with children and young people ▪ ability to form and maintain appropriate relationships and personal boundaries with children and young people ▪ emotional resilience in working with challenging behaviours ▪ attitude to use of authority and maintaining discipline.
4	No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post.

The following methods of assessment will be used:

Method		Method	
Interview	Yes	Task	Yes

Part C: Additional Requirements

The following criteria must be judged as satisfactory when pre-employment checks are completed:

1	Enhanced Certificate of Disclosure from the Disclosure and Barring Service
2	Additional criminal record checks if applicant has lived outside the UK
3	Barred List check and/or POCA List (residential establishments only) check
4	Medical clearance
5	Two references from current and previous employers (or education establishment if applicant not in employment)

Guidance Notes

General

- The person specification lists the essential criteria and any desirable criteria, if appropriate, that are needed to carry out the job. The criteria should include any qualifications, experience or skills that are essential to do the job, as well as criteria which would be beneficial (desirable) but would not stop a person from being short-listed (desirable criteria can usually be acquired once the person has commenced work).
- Criteria should be described in terms of what an applicant needs to demonstrate and how this may be evidenced. This ensures that we do not put unnecessary barriers in the way of applicants from diverse backgrounds and age ranges.
- Criteria must not be discriminatory and appointments panels need to be careful not to put too much emphasis on formal qualifications or lengths of experience that they can't justify, as other evidence of ability may be just as relevant. If you can't justify the inclusion of a criterion, don't use it:
 - Be particularly careful when applying general qualifications as this will be difficult to justify e.g. 5 GCSE's, degree level.
 - Describe experience in terms of quality, level and type rather than the length. For example, asking for 5 years experience could be age discriminatory if you can't justify why it is essential.
 - Do not use age as a condition or indicator of experience or maturity.
 - Avoid unjustifiable physical requirements that could exclude people with a disability.

Part A: Application Stage

- Part A of the person specification should focus on criteria that can be assessed at the application stage. For example, it is easier to assess if an applicant has a relevant qualification rather than their verbal communication skills which would be assessed at the interview stage.

Part B: Assessment Stage

- Part B of the person specification should focus on those criteria that will be further considered at the assessment stage and should identify the assessment methods that will be used. It may include additional work-related criteria that will be need to be discussed or checked at interview: for example, requirement for a particular working pattern, driving licence.

Part C: Additional Requirements

- Part C of the person specification should identify those criteria that will be assessed when pre-employment checks are taken up.

