

## PERSON SPECIFICATION- Post 16 Progress leader

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, indicating experience and where appropriate citing supporting examples within their application.

<b>Qualifications &amp; Training</b>	<b>Essential/Desirable</b>	<b>How Identified</b>
<ul style="list-style-type: none"> <li>Qualification in Careers Guidance or Careers Leadership Level 6 or above</li> </ul>	<b>D</b>	Application form/Interview/ Task (if applicable)
<ul style="list-style-type: none"> <li>Qualification at Degree level</li> </ul>	<b>D</b>	
<b>Knowledge &amp; Experience</b>	<b>Essential/Desirable</b>	<b>How Identified</b>
<ul style="list-style-type: none"> <li>Experience of working in a Careers Advisor/Coordinator Role within a school or FE College</li> </ul>	<b>D</b>	Application form/Interview/ Task (if applicable)
<ul style="list-style-type: none"> <li>Good standard of numeracy and literacy</li> </ul>	<b>E</b>	
<ul style="list-style-type: none"> <li>Knowledge and experience of supporting and leading on UCAS application process</li> </ul>	<b>D</b>	
<ul style="list-style-type: none"> <li>Knowledge of PSHE programmes and ability to plan accordingly</li> </ul>	<b>D</b>	
<ul style="list-style-type: none"> <li>Recent experience of coordinating and delivering the reformed EPQ qualifications</li> </ul>	<b>D</b>	
<ul style="list-style-type: none"> <li>Experience of working towards the Gatsby careers benchmark criteria</li> </ul>	<b>D</b>	
<b>Skills &amp; Key Criteria</b>	<b>Essential/Desirable</b>	<b>How Identified</b>
<ul style="list-style-type: none"> <li>Leadership and people management skills</li> </ul>	<b>E</b>	Application form/Interview / Task (if applicable)
<ul style="list-style-type: none"> <li>Ability to prioritise workload effectively to meet deadlines</li> </ul>	<b>E</b>	
<ul style="list-style-type: none"> <li>Excellent communication and interpersonal skills, including tact and diplomacy</li> </ul>	<b>E</b>	
<ul style="list-style-type: none"> <li>Able to deliver value for money initiatives</li> </ul>	<b>E</b>	
<ul style="list-style-type: none"> <li>The ability to develop working relationships with a wide range of people</li> </ul>	<b>E</b>	
<ul style="list-style-type: none"> <li>Good listening and questioning skills</li> </ul>	<b>E</b>	
<ul style="list-style-type: none"> <li>The ability to research information and explain it clearly</li> </ul>	<b>E</b>	
<ul style="list-style-type: none"> <li>Well-developed organisational and time-management skills</li> </ul>	<b>E</b>	

▪ Confidence in group situation including the delivery of presentations to student, parent, staff audiences	<b>E</b>	
▪ Administrative, report writing and record keeping skills	<b>E</b>	
▪ Verbal and written skills appropriate to the need to communicate effectively with colleagues, students and other professionals.	<b>E</b>	
▪ Ability to work constructively as part of a team, understanding school roles and responsibilities	<b>E</b>	
▪ Ability to improve own practice/knowledge through self-evaluation and learning from others	<b>E</b>	
<b>Personal Attributes</b>	<b>Essential/Desirable</b>	<b>How Identified</b>
▪ A supportive and cooperative team member	<b>E</b>	Application form/Interview / Task (if applicable)
▪ Standards driven	<b>E</b>	
▪ Ability to work outside normal academy hours in line with academy and community needs	<b>E</b>	
▪ Ability to travel to multi-site locations across the Trust	<b>E</b>	
▪ Able to work calmly under pressure	<b>E</b>	
▪ Ability to critically evaluate own performance and make any necessary changes to be more effective	<b>E</b>	
▪ Commitment to the ethos of the College	<b>E</b>	
▪ Conscientious; honest, reliable, loyal, punctual	<b>E</b>	
<b>Equal Opportunities</b>	<b>Essential/Desirable</b>	<b>How Identified</b>
▪ Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	<b>E</b>	Application form/Interview / Task (if applicable)
▪ Commitment to equal opportunities policies relating to gender, race and disability in an educational context	<b>E</b>	
<b>Safeguarding</b>	<b>Essential/Desirable</b>	<b>How Identified</b>
▪ Commitment to the protection and safeguarding of children and young people	<b>E</b>	Application form/Interview / Task (if applicable)
▪ Has up to date knowledge of relevant legislation and guidance in relation to working with young people	<b>D</b>	