

## Receptionist - Person Specification

|  | JOB REQUIREMENT   | Essential | Preferred | * How assessed |
|--|---|-----------|-----------|----------------|
| Qualifications, knowledge and experience | Good standard of general education, including Literacy and Numeracy at Level 2 or above (or equivalent)   | √         |           | A              |
|  | Educated to degree level (or equivalent) in a relevant subject area i.e. Education, social care, SEND, mental health etc  |           | √         | A              |
|  | Evidence of CPD in the areas of Education, behaviour or social and emotional mental health  |           | √         | A              |
|  | Demonstrable experience of supporting students in overcoming barriers to learning by applying practical strategies  | √         |           | I              |
|  | Experience of working with vulnerable children and/or young people  | √         |           | A              |
|  | Knowledge of school attendance expectations and experience in the daily monitoring of student attendance and the follow up procedures when learners are absent  | √         |           | I              |
|  | Experience of successfully working with and supporting parents/carers.  | √         |           | A & I          |
|  | Experience of monitoring and evaluating academic progress and collating information   | √         |           | A & I          |
|  | Experience of identifying barriers to learning and development  | √         |           | I              |
|  | Previous experience of making Safeguarding referrals and following up with the Local Authority Safeguarding Children's Partnership.   |           | √         | I              |
|  | Experience of supporting 'Children Looked After' (CLA), their foster carers/children's homes & the local authority's Virtual School with the termly Personal Education Plan (PEP) process   |           | √         | I              |
|  | Experience of working collaboratively to achieve successful EHCP Planning/Transition meetings   |           | √         | I              |
|  | Experience of identifying, supporting and motivating young people into appropriate, sustainable Post 16 Positive Pathways.  |           | √         | I              |
|  | Experience of daily input and adaptation of learning and support to meet the needs of all individuals as part of a diverse caseload which includes learners with Education, Health & Care Plans (EHCP) for Social Emotional Mental Health and/or Cognition & Learning.  |           | √         | I              |
|  | Experience of working effectively with internal and external professional agencies  |           | √         | A & I          |
| Personal and interpersonal               | <b>Interacting and Presenting - Relating and Networking</b><br>Establishes good relationships with parents, pupils, staff and other stakeholder's; 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 relationships with others   | √         |           | I              |
|  | <b>Analysing and Interpreting - Writing and Reporting</b><br>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 understanding of the intended audience | √         |           | I              |
|  | <b>Organising and Executing - Planning and Organising</b><br>Sets clearly defined objectives; Plans activities and projects well in advance and takes account of possible changing circumstances; Manages time effectively; Identifies and organises resources needed to accomplish tasks; Monitors performance against deadlines and milestones                | √         |           | I              |
|  | <b>Supporting and Co-operating - Working with People</b><br>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          | √         |           | I              |
|  | <b>Supporting and Co-operating - Adhering to Principles and Values</b><br>Upholds ethics and values; Demonstrates integrity; Promotes and defends equal opportunities, builds diverse teams; Encourages organisational and individual responsibility towards the community and the environment  | √         |           | I              |
|  | <b>Adapting and Coping - Coping with Pressures and Setbacks</b><br>Works productively in a pressurised environment; Keeps emotions under control during difficult situations; Maintains a positive outlook at work; Handles feedback well and learns from it  | √         |           | I              |
| Child Protection                         | A commitment to the responsibility of safeguarding and promoting the welfare of young people.   | √         |           | A & I          |
|  | Enhanced DBS disclosure ( <i>to be completed by preferred candidate following interview</i> ).  | √         |           | C              |
|  | Willingness to undertake safeguarding training when required.   | √         |           | I              |

\* A = application, C = clearances, I = interview, T = task