

Inclusion Room Manager - PERSON SPECIFICATION

Skills/Abilities	Essential	Desirable	How Identified
Qualifications	<ul style="list-style-type: none"> • A strong set of GCSE or equivalent qualifications, with at least a grade C in English and Maths 		<ul style="list-style-type: none"> • Evidence of paper qualifications
Personal Qualities	<ul style="list-style-type: none"> • Establishes a safe working environment for students, rooted in mutual respect. Has good relationships with students. • Has high expectations of students, both in terms of their behaviour and their work in the classroom and beyond. • Able to demonstrate and promote high standards of literacy and numeracy. • Able to reflect systematically on the effectiveness of interventions • Has an understanding of the needs of all students, including SEND, more able, EAL and disadvantaged pupils (PP) • Understands how data is used to monitor student progress. 	<ul style="list-style-type: none"> • Able to contribute to the planning of an engaging curriculum. • Has experience of teaching pupils with additional needs, Such as SEND, more able, EAL. 	<ul style="list-style-type: none"> • Range of knowledge and experience and literacy skills can also be demonstrated on the application form. • Knowledge and experience to be explored in interview.
Personal and Professional Conduct	<ul style="list-style-type: none"> • Good written and verbal communication skills. • Able to use ICT to plan deliver and monitor. • Able to plan, organise and manage time effectively. • Able to work well with others. • Be aware of the current legislation, policies and guidance on the safeguarding of learners and the promotion of their well-being. • Excellent attendance and punctuality. 	<ul style="list-style-type: none"> • Can show evidence that CPD has been used to improve professional practice. • Willing to contribute to the wider life of the school. 	<ul style="list-style-type: none"> • Communication skills, awareness of safeguarding procedures, continuing professional development and extra-curricular experience to be assessed during the interview. • Attendance and punctuality, ability to work with others to be confirmed by references.
Pastoral	<ul style="list-style-type: none"> • Knowledge of school safeguarding procedures. • Commitment to the welfare and progress of all students. • Ability to monitor, assess and evaluate pupil progress. • Able to prioritise and remain calm and focussed under pressure. • Able to communicate effectively with staff, parents, carers, students and governors. 	<ul style="list-style-type: none"> • Knowledge of the range of outside agencies that can work with young people. • Able to liaise effectively with other staff in and out of school. • Ambition to develop further knowledge and experience of safeguarding procedures. 	<ul style="list-style-type: none"> • Understanding of safeguarding to be assessed in the interview. • Other experience to be explored in the interview.
Additional Requirements	<ul style="list-style-type: none"> • Enhanced DBS. • Two satisfactory references. 		<ul style="list-style-type: none"> • Receipt of DBS form. • Receipt of references.