

PERSON SPECIFICATION – Intervention Tutor (Maths & English)

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.

Qualifications & Training	Essential/Desirable	How Identified
<input type="checkbox"/> QTS	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Degree or equivalent in relevant subject.	E	
<input type="checkbox"/> Willingness and ability to obtain and/or enhance qualifications and training for development in the post	D	
Knowledge & Experience	Essential/Desirable	How Identified
<input type="checkbox"/> Knowledge and experience in Key Stage 3 / Key Stage 4	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Thorough knowledge and understanding of curriculum requirements and developments within your subject specialism, particularly the KS4 curriculum including recent developments in GCSE	E	
<input type="checkbox"/> Relevant teaching experience	D	
<input type="checkbox"/> Ability to relate effectively and confidently to young people with consistency and understanding, recognising there may be emotional demands associated with feelings of concern, frustration and anger	E	
<input type="checkbox"/> Evidence of commitment to the principles and policies of equal opportunities	E	
<input type="checkbox"/> Experience of working in a school environment	E	
<input type="checkbox"/> Secure knowledge and understanding of how to make effective personalised provision for all students who have special educational needs, including those for whom English is an additional language	D	
<input type="checkbox"/> Experience and knowledge of issues affecting students and young people and how to offer supportive assistance	E	
Skills & Key Criteria	Essential/Desirable	How Identified
<input type="checkbox"/> Ability to prioritise workload effectively to meet deadlines	E	Application form/Interview/
<input type="checkbox"/> Excellent communication and inter-personal skills, including tact and diplomacy	E	

<input type="checkbox"/> Ability to motivate students and to recognise and respond to the diverse needs of learners	E	Task (if applicable)
<input type="checkbox"/> Ability to design opportunities for learners to develop their literacy and thinking and learning skills	E	
<input type="checkbox"/> Manage pupil behaviour effectively using appropriate, least intrusive and de-escalating strategies	E	
<input type="checkbox"/> Ability to support students with Maths, English and Science work up to GCSE level	E	
<input type="checkbox"/> Excellent communication and listening skills	E	
<input type="checkbox"/> Ability to respect and maintain confidentiality	E	
<input type="checkbox"/> Working knowledge of standard computer packages (word processing, email and spreadsheets)	E	
<input type="checkbox"/> Good time management and organisational skills	E	
<input type="checkbox"/> Ability to work with students and have a real interest in the issues faced by this age group	E	
<input type="checkbox"/> Relevant specialist qualifications and experience in your subject specialism with the ability to teach at all Key Stages and all abilities	E	
Personal Attributes	Essential/Desirable	How Identified
<input type="checkbox"/> A supportive and co-operative team member	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Standards driven	E	
<input type="checkbox"/> Ability to work outside normal academy hours in line with academy and community needs	D	
<input type="checkbox"/> Evidence of continuing professional development	D	
<input type="checkbox"/> Commitment to improving practice through reflection, appropriate professional development of oneself and others. Being open to giving and receiving advice and feedback	D	
<input type="checkbox"/> Ability to design opportunities for learners to develop their numeracy, literacy and ICT skills	D	
<input type="checkbox"/> Energy, enthusiasm, determination and an insistence on high standards	E	
<input type="checkbox"/> A willingness to learn new skills and approaches and to share the experience with others	E	
<input type="checkbox"/> Ability to relate to students, parents and carers, colleagues and other partners	E	
<input type="checkbox"/> A passion for the value your subject can bring to students and a commitment to the ethos of the wider life of the Academy	E	
<input type="checkbox"/> Be able to work under pressure, prioritise and manage time effectively	E	
<input type="checkbox"/> Reflective and clear-headed thinker who makes considered judgements	E	

<input type="checkbox"/> Natural leader who is resilient and can resolve conflicts, create a harmonious and productive team ethos	E	
Equal Opportunities	Essential/Desirable	How Identified
<input type="checkbox"/> 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	E	Application form/Interview/Task (if applicable)
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Safeguarding	Essential/Desirable	How Identified
<input type="checkbox"/> Commitment to the protection and safeguarding of children and young people	E	Application form/Interview/Task (if applicable)
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	D	