**Person Specification**

**Qualifications, knowledge, skills and experience**

Minimum level of qualifications required for this job

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| Qualifications Required | **Subject** | **Essential/**  **Desirable** |
| Key Skill Level 4: Bachelor’s degree; HNC; HND NVQ level 4 or equivalent; including professional qualification; PGCE, GTP / SCITT |  | Essential |
| Qualified Teacher Status |  | Essential |
| Higher Degree; Masters degree; Bachelor’s degree + qualification |  | Desirable |
| NPQH, NPQSL or other national professional qualification |  | Desirable |

Minimum levels of knowledge, skills and experience required for this job

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| Identify | Describe | Essential/Desirable |
| **Knowledge** |  |  |
| Safeguarding | Evidence of a thorough and up-to-date knowledge and understanding of safeguarding policies and procedures. Ability to work in a way that promotes the safety and well-being of children and young people/vulnerable adults. Knowledge of specific risks including CCE and CSE for children who have or have had a social worker. | Essential |
| Legislation and national guidance relating to the education and care of Children in Care and children who have or have had a social worker | An expert knowledge and understanding of relevant legislation and national guidance, including the statutory guidance around the role of the Virtual School, the Designated Teacher, the PEP, admissions, attendance and exclusions. Good knowledge of current working practices in Social Care and understanding of how the care system can affect the life and educational chances of young people | Essential |
| Childhood and Adolescent Development | A specialist knowledge of childhood and  adolescent development including the impact of adverse childhood experiences and early experiences of trauma on social emotional and mental health of children and young people. Awareness of other additional learning needs which may be prevalent for this cohort, eg. FASD. | Essential |
| Assessment and Interventions | An expert ability to interpret and analyse attainment and progress data to plan provision and interventions; up to date knowledge of assessments and evidence-based interventions – including knowledge of the EEF. An expert knowledge and understanding of the factors that lead to improved outcomes for vulnerable children and young people, including those with SEND, and their access and participation in learning. | Essential |
| Organisations and systems | An expert knowledge of working with schools and settings, including 16+ education providers as systems. Expert knowledge and experience in accessing and using relevant research, inspection and school self-evaluation evidence to justify key interventions at Local Authority, education setting and individual level. | Essential |
| Current working practices in Social Care | Good knowledge of current working practices in Social Care and understanding of how the involvement of a social worker in a child or young person’s life can affect the life and educational chances of young people. | Desirable |
| Project management | Knowledge of project management, implementation and evaluation. | Desirable |
| Data analysis | Knowledge and relevant experience of using excel and other packages / programmes to manipulate and interrogate data. | Desirable |
| **Skills** |  |  |
| Organisation | Able to prioritise work, meet deadlines and utilise resources effectively in area and across the service. Demonstrate a commitment to apply professional reflection as part of ongoing CPD to evidence learning from experience. | Essential |
| Influencing and negotiating | Ability to motivate others. Ability to use skills of leadership and negotiation to influence partners within and outside the Local Authority in the best interests of the child. Ability to support the reframing of assumptions which may have been made with specific regard to behaviour demonstrated by a child or young person. Ability to recognise and respond to the needs and capacity of other professionals, particularly those in schools, to provide appropriate responses and interventions in times of crisis. | Essential |
| Partnership working | Ensure the child’s voice is paramount; ensure co-production of policies/strategies with key partners and children and young people. Make efficient and effective use of the range of skills and knowledge within the immediate and extended professional networks around a child or educational setting. Able to demonstrate a strong commitment to multiagency working and working with partners, including schools, settings, social care and health. Be mindful of a trauma-informed approach when offering support and challenge, ensuring that individuals within the professional network remain within their own windows of tolerance Inspire and motivate others, and work collaboratively and effectively with others to achieve team and organisational goals. | Essential |
| Communication | Able to communicate effectively in all the usual media with a wide range of audiences. Be competent and confident in communications with all key partners to ensure collaboration and co-construction of planned educational outcomes. | Essential |
| Confidentiality | Able to maintain confidentiality and discretion. | Essential |
| Equality and diversity | Display a sound understanding of equality issues, respecting and valuing an individual’s diversity. Ability to demonstrate awareness and understanding of equal opportunities and other people’s behaviour, physical, social and welfare needs | Essential |
| Flexibility and resilience | A flexible and resilient approach to plan, organise and prioritise a demanding workload, to maintain the delivery of multiple, competing short- and long-term objectives. | Essential |
| IT skills | IT literate | Essential |
| **Experience** |  |  |
| Leadership and Management | Experience of working at a senior level in an educational setting or within the local authority. Experience of gaining a clear overview of a complex issue(s), identifying and negotiating a potential course of action based upon information gathered, knowledge of best practice and implementing a planned approach relevant to the specific context. Ability to work within a team, making a positive contribution to developments, policies and protocols, leading specific areas as appropriate. | Essential |
| Change management | Experience of change management and service delivery improvement. Experience of development planning and evaluation. Ability to demonstrate impact of a planned approach to secure an outcome. Ability to differentiate between outcomes and actions. | Essential |
| Vulnerable groups | Experience of raising the achievement of vulnerable groups. Experience of a range evidence-based interventions and approaches. Experience of supporting children and young people who may be experiencing co-occurring barriers, for example SEND and social care involvement. | Essential |
| Resilience | Experience of holding positive and sometimes challenging conversations with senior leaders and other professionals to improve practice.  Experience of managing challenging situations and maintaining professional boundaries. | Desirable |
| Training | Experience of developing and delivering high quality training to an adult audience.  Ability and willingness to undertake additional CPD and independent reading to further personal understanding.  Experience of adapting training to a specific audience. | Desirable |