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| **Educational attainment and Experience** | Essential | Desirable |
| Plan, prepare and deliver lessons, supporting learners’ educational needs, making reference to prior attainment and special educational needs. | √ |  |
| To have good levels of competency in literacy and numeracy at Grade C or above in GCSE English and Maths, or an equivalent qualification. | √ |  |
| At least three other L2/GCSE qualifications (or equivalent) and Level 3 qualification relevant to the job role. | √ |  |
| Have the ability establish a stable, caring, and supportive learning environment that allows students to be successful. | √ |  |
| Facilitate students social, emotional, and mental health within the Bridge. |  | √ |
| The ability to work collaboratively with all stakeholders including pupils, parents, teaching staff, colleagues and outside agencies. | √ |  |
| An excellent knowledge and understanding of issues which may be barriers to pupil achievement and success and the skill to be able to support pupils in overcoming those barriers. | √ |  |
| Display an awareness, understanding and commitment to the protection and safeguarding of children and young people. | √ |  |
| Awareness of the national curriculum KS3 and KS4. |  | √ |
| **Personal Skills and Attributes** |  |  |
| Experience of communication in an appropriate, concise, and accurate manner orally and on paper and with a wide range of people, including parents/carers and young people. | √ |  |
| Adaptable and flexible approach to working based upon the needs of the students. | √ |  |
| Willingness to share expertise, skills, knowledge and ability to inspire others as a positive role model. | √ |  |
| Drive, energy, resilience and a sense of humour. | √ |  |
| High expectations of self and of others. | √ |  |
| Excellent punctuality and attendance. |  | √ |
| Be thorough, organised, and accurate in your work. | √ |  |
| Experience of working with outside agencies supporting social, emotional, and mental health. |  | √ |
| Have a positive and ‘can do’ approach when solving problems. | √ |  |
| Ability to establish and develop supportive relationships with young people. | √ |  |
| A belief in restorative practice and the proven ability to support pupils in resolving issues which are impacting upon their ability to succeed in lessons | √ |  |