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| **HAYBROOK COLLEGE TRUST** | | |
| Person Specification | SUMMIT Mentor | LEVEL 4 |

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| Key | E= (Essential) D= (Desirable) A= (Application Form) I= (Interview process) |

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| Qualifications | | E | D | A | I |
| 1 | Educated to GCSE Level 2 with a minimum of Grade A\*-C in Maths and English | ✓ |  | ✓ |  |
| 2 | Valid UK full Driving Licence and ability to travel to different sites | ✓ |  | ✓ |  |
| 3 | Minimum 2 years experience of working with young people experiencing social, emotional, mental health and behavioural difficulties | ✓ |  | ✓ | ✓ |
| 4 | Hold, or be working towards, a recognised teaching, youth work or coaching qualification | ✓ |  | ✓ |  |
| Successful Experience of | | E | D | A | I |
| 5 | Working with children and/or young people with SEMH in either youth work or school settings | ✓ |  | ✓ | ✓ |
| 6 | Working with disaffected challenging and vulnerable young people | ✓ |  | ✓ | ✓ |
| Knowledge and Understanding  Able to evidence and apply up to date secure knowledge and understanding of: | | E | D | A | I |
| 7 | Competent in the use of Microsoft Office and basic computer functions to include Word, Excel & Outlook | ✓ |  | ✓ |  |
| 8 | Importance of positive role modelling | ✓ |  | ✓ | ✓ |
| Skills | | E | D | A | I |
| 9 | Communicating effectively in the English language, both verbally and in writing with all children or adults | ✓ |  | ✓ | ✓ |
| 10 | Ability to plan, prioritise and organise own work schedule effectively in order to meet deadlines on time | ✓ |  | ✓ | ✓ |
| 11 | Able to undertake administrative procedures effectively to support the work of the teacher | ✓ |  |  | ✓ |
| 12 | Prepare useful resources for teaching and learning activities | ✓ |  | ✓ | ✓ |
| 13 | Good interpersonal and people skills that motivate and support children and colleagues successfully | ✓ |  | ✓ | ✓ |
| 14 | Good organisational and timekeeping skills | ✓ |  | ✓ |  |
| 15 | Able to share and disseminate knowledge and experience with colleagues to support the professional development of others |  | ✓ | ✓ | ✓ |
| 16 | Work effectively as part of a team | ✓ |  | ✓ |  |
| 17 | Being able to think through and implement intervention strategies to enhance pupil learning | ✓ |  | ✓ | ✓ |
| Personal Attributes  Able to consistently demonstrate evidence of: | | E | D | A | I |
| 18 | Consistently demonstrate the behaviours expected by virtue of being a person in a position of trust | ✓ |  | ✓ | ✓ |
| 19 | Reliability and integrity | ✓ |  |  | ✓ |
| 20 | Committed to maintaining a healthy work life balance for oneself and that of others | ✓ |  |  | ✓ |
| 21 | A genuine concern to secure the educational progress of pupils irrespective of their ability, or ethnic, cultural or social background | ✓ |  | ✓ |  |
| 22 | Being suitable to work with children and able to always maintain appropriate professional boundaries between oneself and children and other work colleagues | ✓ |  | ✓ | ✓ |