

SPECIALIST EDUCATION SERVICES

Personnel Specification in Relation to the Link Tutor Role

CANDIDATE INFORMATION

Personnel Specification		Essential (E) Desirable (D)	Evidence may be available from:		
			Applic. Form	Interview	References
Appearance/Demeanour					
1.1	Clean and neat appearance.	E		<input type="checkbox"/>	
1.2	Confident bearing.	E		<input type="checkbox"/>	
1.3	Ability to create a good impression with children, professional colleagues and parents.	E		<input type="checkbox"/>	<input type="checkbox"/>
1.4	Clear well-articulated voice with appropriate volume and pace.	E		<input type="checkbox"/>	
1.5	Displays appropriate interpersonal skills in interaction with others.	E		<input type="checkbox"/>	<input type="checkbox"/>
Education, Qualifications and Training					
2.1	English Language or Literacy Qualification at Level 1	E	<input type="checkbox"/>		
2.2	Started or completed NVQ3 in Care, or willing to commence NVQ3 on appointment	E	<input type="checkbox"/>	<input type="checkbox"/>	
2.3	Professional development undertaken to maintain up to date knowledge in selected field.	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	5 GCSE's A* to G including English and Maths	D	<input type="checkbox"/>		
2.5	Evidence of willingness to undertake further relevant or higher qualification in subject area related to professional role	D	<input type="checkbox"/>		
Experience/Skills					
3.1	Successful experience working with young people	D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Good communication skills both written and oral.	E	<input type="checkbox"/>	<input type="checkbox"/>	
3.3	An understanding of the issues around dealing with children displaying social, emotional and behavioural problems.	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.4	Evidence of the ability to work both individually and collaboratively.	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	An awareness of the requirements of working in a residential care setting that is the child's home.	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Evidence of sound personal organisation skills.	E		<input type="checkbox"/>	<input type="checkbox"/>
3.7	An interest in working with parents/carers	E	<input type="checkbox"/>		<input type="checkbox"/>
3.8	An appreciation of the professional childcare role.	E	<input type="checkbox"/>	<input type="checkbox"/>	
3.9	Evidence of suitable leisure time pursuits relevant to the children's needs.	D	<input type="checkbox"/>	<input type="checkbox"/>	
3.10	Evidence of the ability to arrive at decisions and reflect on their outcomes.	D		<input type="checkbox"/>	<input type="checkbox"/>
3.11	Evidence of administrative competence.	D		<input type="checkbox"/>	<input type="checkbox"/>
3.12	Evidence of computer literacy, keyboard skills, software knowledge, and an understanding of communications technology	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation/Career Pattern					
4.1	Evidence of self motivation, the ability to be self-critical and a willingness to evaluate his/her own performance.	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	A commitment to developing and improving his/her professional skills.	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	An ability to enthuse and motivate children.	E		<input type="checkbox"/>	<input type="checkbox"/>
4.4	An understanding of flexibility required in working in a 52 week children's home.	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	An awareness of the nature of working a shift pattern and the potential impact of this on your personal life and energies.	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	Evidence of having thought about future career prospects.	D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interests					
5.1	An interest in and commitment to working with children with special educational and social needs.	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Interests outside the field of education.	E	<input type="checkbox"/>	<input type="checkbox"/>	

5.3	Evidence of a variety of cultural and social interests.	D	<input type="checkbox"/>	<input type="checkbox"/>	
5.4	Evidence of further reading in relevant and allied professional areas.	D	<input type="checkbox"/>	<input type="checkbox"/>	
Attitude, Temperament, Personal Qualities					
6.1	Evidence of leadership qualities and potential for growth	E		<input type="checkbox"/>	<input type="checkbox"/>
6.2	Ability to think and act innovatively	E		<input type="checkbox"/>	<input type="checkbox"/>
6.3	Tact, discretion and sensitivity.	E		<input type="checkbox"/>	<input type="checkbox"/>
6.4	A sense of humour and warmth of personality.	E		<input type="checkbox"/>	
6.5	Reliability, persistence and an even temperament.	E		<input type="checkbox"/>	<input type="checkbox"/>
6.6	Evidence of a caring nature that facilitates empathy as opposed to sympathy.	E		<input type="checkbox"/>	
6.7	Self confidence in discussion with colleagues or when addressing a group of adults.	E		<input type="checkbox"/>	<input type="checkbox"/>
6.8	High level of emotional resilience in working with challenging behaviours. You will need to be personally emotionally robust and resilient when coming under pressure from outbursts of abusive, aggressive and physically demonstrative behaviour, or observing others in these circumstances.	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.9	Loyalty.	E	<input type="checkbox"/>		<input type="checkbox"/>
6.10	Ability to relate well to other adults even on first meeting.	E		<input type="checkbox"/>	
6.11	Evidence of strength of character.	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.12	Awareness of the need for objectivity.	E		<input type="checkbox"/>	
6.13	Evidence of being a team player	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Capability					
7.1	Eyesight, hearing and physical stamina appropriate to the needs of the post.	E		<input type="checkbox"/>	<input type="checkbox"/>
7.2	Physically capable of engaging in a range of activities with children as exemplified by: <ul style="list-style-type: none"> residential camps and trips away involving outdoor and adventurous activities, 	E		<input type="checkbox"/>	<input type="checkbox"/>

	<ul style="list-style-type: none"> • sporting and recreational activities formal and informal which will require your active participation, e.g. walking, swimming, actively supporting PE lessons, ice skating, hide and seek, rounders, climbing/playing imaginatively on the garden fort, etc • lying, crouching and sitting on the floor playing with toys with a child 				
7.3	You will need to be personally comfortable with, and capable of, performing physical intervention and safe holding in accordance with our written policy and training.	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Circumstances					
8.1	Potential for future professional development and promotion.	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2	Holds full current driving licence.	E	<input type="checkbox"/>		
8.3	Understands the need to safeguard and promote the welfare of children.	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gaps in employment history explored and resolved		YES/NO			