SAINT CECILIA’S CHURCH OF ENGLAND SCHOOL

**Post of Cover Supervisor/Curriculum Support Assistant**

# Person Specification

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| Criteria | **Essential (E)**  **or**  **Desirable (D)** |
| Education Educated at least to GCSE level  Excellent literacy and numeracy skills  Evidence of further training or professional development | E  E  D |
| Experience Successful experience of working with young people in a supportive and/or supervisory way, e.g. youth groups, sports’ teams etc.  Experience of working in the education sector  Experience of working in a multi-cultural environment | E  D  D |
| Knowledge, Skills and Abilities Shows a clear and detailed understanding of what will be involved in addressing the key tasks in the job profile  Shows a clear understanding of the role of support staff in underpinning teaching and learning in a school situation  Ability to implement administrative systems and procedures  Computer literacy with Microsoft Office Suite (particularly including Excel), E-mail and Internet.  Commitment to the use of Information and Communications Technology for teaching and administration purposes  Ability to respond appropriately to a range of people, including pupils, school staff, parents, and representatives of other agencies Ability to deal with sensitive information in a confidential manner Ability to organise and prioritise work commitments. | E  E  E  E  E  E  E  D |

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| Criteria | **Essential (E)**  **or**  **Desirable (D)** |
| Deployment of Resources Experience of working within budget parameters | D |
| Personal Qualities Committed, practising Christian  Awareness and appreciation of the Anglican tradition  Committed to setting and maintaining high standards  Committed to education principles which are inclusive of all pupils  Ability to work with pupils, parents, staff and governors  Excellent interpersonal and communication skills  Flexible in working practice  Ability to demonstrate initiative and a pro-active working ethic  Enjoys being organised and paying attention to detail | D  D  E  E  E  E  E  E  E |