Glebe School

An ambitious, inspirational trust, providing outstanding learning and support

PERSON SPECIFICATION

Cover Supervisor

CRITERIA	Essential/ Desirable		Assessed by: Application Form /Interview	
	E	D	AF	I
EDUCATION AND QUALIFICATIONS	**E**	**D**	**AF**	**I**
Excellent numeracy and literacy skills	√		√	√
Evidence of recent and relevant training and professional development	√		√	√
Degree level of Education		√	√	
Confident in the use of IT to support learning	√		√	√
PROFESSIONAL KNOWLEDGE, SKILLS AND ABILITIES	**E**	**D**	**AF**	**I**
Evidence of high expectations which inspire, motivate and challenge every student	√		√	√
Experience of working with children of relevant age and students with additional needs and challenging behaviour	√		√	√
Knowledge and understanding of SEND	√		√	√
Successful experience of positive behaviour management and developing a safe, student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding	√		√	√
An understanding of principles of child development and learning processes and in particular, barriers to learning.	√		√	√
Working knowledge of relevant policies/codes of practice and aware of relevant legislation	√		√	√
Knowledge and experience of Child Protection and Safeguarding procedures, reporting and referral process	√		√	√
Knowledge and understanding of Health & Safety and how it applies within the school environment		√	√	√
Experience of de-escalating pupils to baseline behaviours and managing the Restorative Justice Process	√		√	√

Ability to form positive working relationships with children, adults and external partners	√		√	√
Be articulate and approachable with excellent interpersonal communication skills both verbally and in writing	√		√	√
Ability to show initiative and to prioritise one's own work	√		√	√

PUPILS AND STAFF	**E**	**D**	**AF**	**I**
Be a visible role model with a professional approach that demonstrates excellence, confidence, trust and Glebe values	√		√	√
Knowledge and understanding of the varying needs and abilities of pupils with SEND, particularly those on the Autistic Spectrum	√		√	√
Willingness to be involved in the wider life of the school and contribute to its vision and values	√		√	√
A commitment to promoting inclusion, diversity and equal opportunities	√		√	√
Demonstrate the importance of a work life balance	√		√	√
Pro-actively engage with the appraisal process and professional development	√		√	√
Evidence of achieving a safe, secure and healthy school environment	√		√	√
A passion and commitment to providing a holistic approach to pupil development	√		√	√
Demonstrate suitability to work with children and young people	√		√	√
Demonstrate a flexible approach with the ability to accommodate changes in priority	√		√	√