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**PERSON SPECIFICATION – School Tutoring**

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, indicating experience and where appropriate citing supporting examples within their application.

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| **Qualifications & Training** | **Essential/Desirable** | **How Identified** |
| Degree or equivalent in relevant subject | **D** |  |
| AS/A2 level in Maths, English or the relevant subject if applying for A-level tutoring | **E** |
| GCSE Grade 6 or above in Maths, English and Science and the subject tutoring | **E** |
| **Knowledge & Experience** | **Essential/Desirable** | **How Identified** |
| Knowledge and experience in Key Stage 3 / Key Stage 4 | **D** | Application form/Interview/ Task (if applicable) |
| Knowledge and experience of Key Stage 5 | **D** |
| Knowledge and understanding of curriculum requirements and developments within your subject specialism, particularly the KS4 curriculum including recent developments in GCSE | **D** |
| Relevant tutoring experience | **D** |
| Ability to relate effectively and confidently to young people with consistency and understanding, recognising there may be emotional demands associated with feelings of concern, frustration and anger | **E** |
| Evidence of commitment to the principles and policies of equal opportunities | **E** |
| Experience of working in a school environment | **D** |
| Secure knowledge and understanding of how to make effective personalised provision for all students who have special educational needs, including those for whom English is an additional language | **D** |
| Experience and knowledge of issues affecting students and young people and how to offer supportive assistance | **E** |

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| **Skills & Key Criteria** | **Essential/Desirable** | **How Identified** |
| Ability to prioritise workload effectively to meet deadlines | **E** | Application form/Interview/ Task (if applicable) |
| Excellent communication and inter-personal skills, including tact and diplomacy | **E** |
| Ability to motivate students and to recognise and respond to the diverse needs of learners | **E** |
| Ability to design opportunities for learners to develop their literacy and thinking and learning skills | **D** |
| Manage pupil behaviour effectively using appropriate least intrusive and de-escalating strategies | **D** |
| Ability to support students within their subject expertise up to GCSE level | **D** |
| Excellent communication and listening skills | **E** |
| Ability to respect and maintain confidentiality | **E** |
| Working knowledge of standard computer packages (word processing, email and spreadsheets) | **E** |
| Good time management and organisational skills | **E** |
| Ability to work with students and have a real interest in the issues faced by this age group | **E** |
| Relevant specialist qualifications and experience in your subject specialism with the ability to teach at all Key Stages and all abilities | **E** |
| **Personal Attributes** | **Essential/Desirable** | **How Identified** |
| A supportive and co-operative team member | **E** | Application form/Interview/ Task (if applicable) |
| Standards driven | **E** |
| Ability to work outside normal School hours in line with School and community needs | **D** |
| Evidence of continuing professional development and the willingness to engage in CPA (both school led and personal) to develop skills | **D** |
| Commitment to improving practice through reflection, appropriate professional development of oneself and others. Being open to giving and receiving advice and feedback | **D** |
| Ability to design opportunities for learners to develop their numeracy, literacy and ICT skills | **D** |
| Energy, enthusiasm, determination and an insistence on high standards | **E** |
| A willingness to learn new skills and approaches and to share the experience with others | **E** |
| Ability to relate to students, parents and carers, colleagues and other partners | **E** |
| A passion for the value your subject can bring to students and a commitment to the ethos of the wider life of the School | **E** |  |
| Be able to work under pressure, prioritise and manage time effectively | **E** |
| Reflective and clear-headed thinker who makes considered judgements | **E** |
| Resilience | **E** |
| Reflective practitioner | **E** |
| Natural leader who can resolve conflicts, create a harmonious and productive team ethos | **D** |
| **Equal Opportunities** | **Essential/Desirable** | **How Identified** |
| Candidates should indicate an acceptance of, and a commitment to, the principles of St Mary’s Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community | **E** | Application form/Interview/ Task (if applicable) |
| Commitment to equal opportunities policies relating to gender, race and disability in an educational context | **E** |
| **Safeguarding** | **Essential/Desirable** | **How Identified** |
| Commitment to the protection and safeguarding of children and young people | **E** | Application form/Interview/ Task (if applicable) |
| Has up to date knowledge of relevant legislation and guidance in relation to working with young people | **D** |