

Internal Exclusion Manager

Person Specification

A = application form, R = reference, I = interview, T = task

General Heading	Detail	Essential	Measured by	Desirable	Measured by
Qualifications and Experience	Specific qualifications and experience	Successful recent experience working with children/young people in a learning environment.	A, I,R	Meet Higher Level Teaching Assistant standards Educated to NVQ Level 4 or equivalent	A, R A
	Knowledge of relevant policies and procedures	Understand classroom roles and responsibilities and your own position within these. Full working knowledge of relevant policies/codes of practice/legislation.	A, I, A, I		
	Literacy	Excellent reading and writing skills equivalent to at least GCSE Grade C.	A		
	Numeracy	Excellent numeracy skills equivalent to at least GCSE Grade C.	A		
	Technology	Full working knowledge of ICT to support learning.	A		
Communication	Written			Ability to write effective reports, letters etc	A, T
	Verbal	An ability to fulfil all spoken aspects of the role with confidence through the medium of English.	I		
		Ability to use clear language to communicate information unambiguously.	A, I		
		Ability to listen effectively.	I		
	Negotiating	Ability to negotiate effectively with adults and children/young people.	A, I		

Working with Children/Young People	Behaviour Management	Ability to apply a range of behaviour management policies and strategies, in line with the school's behaviour policy, which contribute to a purposeful learning environment.	A, I		
	DSEN	Working knowledge of issues of DSEN and how to support individual needs in a learning environment.	A, I		
	Child Development	Ability to assess and record progress and performance to support learner development. Skills to motivate, inspire and have high expectations of learners.	A, I, T A, R, I		
	Health and Wellbeing	Understand and support the importance of physical and emotional wellbeing.	A, I		
Working with Others	Relationships	Ability to establish rapport, respectful and trusting relationships and work with children/young people, their families and carers and other adults.	A, I, R		
	Team Work	Work effectively as part of a team and contribute to group thinking, planning etc. Ability to work effectively with a range of adults.	A, I, R A, I, R		
	Information	Contribute to the development and implementation of effective systems to share information.	A, I		
	Organisational Skills	Strong organisational skills. A flexible approach to working and ability to remain calm under pressure. Follow instructions accurately.	A, I, R, T A, I, R A, I, T A, I, R		

		Effective maintenance of data and records. Use own initiative and work independently as appropriate.	A, I, R		
Responsibilities	Time Management	Ability to manage own time effectively. Ability to adapt quickly and effectively to changing circumstances, situations.	A, I, R A, I, R		
	Creativity	Demonstrate creativity and an ability to resolve problems using knowledge of the children/young people.	A, I, R		
	Equalities	Awareness of and promotion of equality.	A, I		
General	Health & Safety			Good understanding of Health & Safety.	A, I
	Child Protection	Good understanding and effective implementation of child protection procedures.	A, I		
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality.	A, I		
	CPD	Demonstrate a clear commitment to develop and learn in the role. Constantly improve own practice/knowledge through self-evaluation and learning from others.	A, I, R A, I, R		