

## Stratford-upon-Avon School Person Specification

### ‘Bridge’ Leader - *Coordinator of Behaviour and Learning Programmes (TA3)* - February 2025

Please read this Person Specification carefully as it will be used to assess candidates as part of the short list and selection process. The recruiting team will be looking for candidates who most closely match the following:

	<b>Essential</b>	<b>Desirable</b>	<b>Evidence base</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>A good general education, including GCSE Mathematics and English at grade C or above (or equivalent).</li> <li>Driver’s license.</li> </ul>	<ul style="list-style-type: none"> <li>Level 3 / 4 qualifications.</li> <li>Specialist qualifications working with students with Specific Educational Needs (Dyslexia, ASD or SEMH).</li> <li>TA3 equivalent or higher.</li> </ul>	Application form.
<b>Skills and Experience</b>	<ul style="list-style-type: none"> <li>Experience of successfully addressing the needs of vulnerable pupils.</li> <li>Experience of improving pupil’s social, emotional and mental health</li> <li>Good ICT skills.</li> <li>Experience of recording and monitoring data relating to performance</li> <li>Ability to plan effective actions for pupils at risk of underachieving</li> <li>Ability to communicate well with all stake holders, including parents</li> <li>Ability to work constructively as part of a team</li> <li>Ability to actively seek solutions to problems</li> </ul>	<ul style="list-style-type: none"> <li>Previous employment as a TA3.</li> <li>Experience of leading a SEMH provision, particularly at Key Stage 3.</li> <li>Supporting vulnerable and hard to reach pupils of secondary age.</li> <li>Planning and delivery of learning and SEMH interventions to students.</li> <li>Experience of delivering vocational qualifications</li> </ul>	Application, references and selection process.
<b>Key competencies and aptitudes</b>	<ul style="list-style-type: none"> <li>An interest in education and the development of young people, particularly those with specific educational needs.</li> <li>Ability to see beyond student behaviour and form positive relationships with young people</li> <li>An imaginative and proactive approach to solving problems.</li> <li>Outstanding interpersonal skills.</li> <li>An ability to motivate others.</li> <li>Drive and determination.</li> <li>Sense of humour.</li> </ul>	<ul style="list-style-type: none"> <li>An ability to help other professionals to translate complex information into an easily digestible format to enable pupils to access material.</li> </ul>	Application, references and selection process.
<b>Professional development</b>	<ul style="list-style-type: none"> <li>A willingness to attend training for specific aspects of the job and for generic school-based development.</li> </ul>	<ul style="list-style-type: none"> <li>A positive approach to personal development and training.</li> </ul>	Application, references and selection process.
<b>Other information</b>	<ul style="list-style-type: none"> <li>Share the ethos of the school.</li> <li>This post is subject to an Enhanced DBS</li> <li>Displays commitment to the protection and safeguarding of children and young people</li> </ul>	<ul style="list-style-type: none"> <li>Willingness to co-ordinate and take part in whole school activities.</li> </ul>	Application, references and selection process.

The school is committed to safeguarding and promoting the welfare of the children and young people and expects all staff and volunteers to share this commitment