

# Recruitment person specification

**Post being recruited for: Senior Pupil Support Officer**

## Our Behaviours

### These apply to all posts

#### Respect

**We're inclusive; we promote equality; we treat people with fairness, understanding and kindness; and we consider others in all our decisions and actions.**

#### Integrity

**We're open and honest; we take responsibility; we build trust; and we pull together to do what's right of our residents, colleagues and city.**

#### Flexibility

**We're open-minded; we keep it simple; we adapt to provide great service and find better ways of doing things; and we embrace opportunities for shared working and learning.**

### Managers

1. Specify what the essential requirements are for your vacancy in the Job Specific Requirements section of the recruitment person specification. All candidates that have disclosed a disability must be interviewed if they meet the essential requirements.
2. Desirable criteria can be used to shortlist candidates if you have a high volume of applicants. However, you cannot use desirable criteria when shortlisting any candidates that have disclosed a disability.

# Person specification

Category	Essential	Desirable (not every post needs desirable requirements)
Experience	<p>Excellent timekeeping and record of attendance at work or school.</p> <p>Experience of developing positive relationships with children.</p> <p>Experience of working with parents and carers</p> <p>Experience of building capacity through mentoring and providing expert advice and peer support to colleagues.</p> <p>Experience of delivery of professional learning to PSA and support staff.</p> <p>Experience of managing a large and diverse caseload of children and young people and their families.</p> <p>Developing relationships and participating in whole school and community initiatives and support plans in a multi-agency context.</p>	<p>Experience of people management or leading a team.</p> <p>Experience of delivery of professional learning to teaching and multi-agency partners.</p> <p>Developing relationships and leading whole school and community initiatives in a multi-agency/ learning community context.</p> <p>Experience of delivering a strategic, learning community approach to e.g. school transition, attendance.</p>

<p><b>Knowledge, skills and understanding</b></p>	<p>The successful Candidate will demonstrate evidence of the following experience, knowledge and skills and understanding. Evidence will be sought for selection purposes:</p> <ul style="list-style-type: none"> <li>• working as part of a team contribute to positive outcomes and build on the strengths of children and families.</li> <li>• Support strengths based, solution focused individual planning and review.</li> <li>• Ability to organise, prioritise and plan own workload and that of the wider team.</li> <li>• Knowledge of Child protection issues.</li> <li>• Skilled in engaging with children and young people</li> <li>• Staff management skills or skills transferable</li> <li>• Ability to work under pressure</li> <li>• Skilled in observations and report writing</li> </ul> <p>Ability to be solution focussed and communicate professional judgement persuasively.</p> <p>Knowledge and understanding of GIRFEC/CFE and associated record keeping.</p> <p>Understanding of current priorities and drivers in inclusive education and learning generally, and in specialist areas.</p>	<p>Delivery of evidence based small group and individual approaches that promote wellbeing, relationships and resilience.</p> <p>Leading on the delivery of strategic planning, with the involvement of all key partners.</p>
<p><b>Qualifications and training</b></p>	<p>NatC7/SVQ level 3 or equivalent in relevant subjects e.g. child development, psychology, social care, education or community /youth work, support for learning;</p>	<p>Professional learning to NatC7/SVQ3 in the specialist subject area noted in the purpose of the role.</p>
<p><b>Job specific requirements</b></p>	<p>Experience of working cooperatively and effectively with a range of contacts, partners and networks.</p> <p>Building key supportive relationships with children and families</p>	