



## HARRYTOWN CATHOLIC HIGH SCHOOL

### (SUPPORT STAFF - PERSON SPECIFICATION)

We are seeking to appoint a colleague to join our successful school team who possesses; excellent communication skills (both written & verbal), who is hardworking and is able to work as a member of a team but is equally comfortable working on their own, who has an excellent attendance & punctuality record, a desire to develop & inspire others, and who is willing to undergo training to further their professional skills, who demonstrates the ability to be adaptable, flexible and who can show initiative.

	Essential	Desirable
<b>Qualifications/ Training</b>	<ul style="list-style-type: none"><li>• Appropriate level 2 qualifications</li><li>• Appropriate level 3 Further Education qualification</li><li>• Evidence of 'post related' CPD &amp; training</li></ul>	<ul style="list-style-type: none"><li>• Appropriate level 4 Higher Education qualification</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>• Recent experience undertaking relevant work in a similar or related work environment</li><li>• Successful record of working in a similar or related work environment</li></ul>	<ul style="list-style-type: none"><li>• Experience in the field of educational or similar working environment</li></ul>
<b>Skills</b>	<ul style="list-style-type: none"><li>• Proven record of success in a similar role</li><li>• Proven ability and experience in leading and managing an admin team</li><li>• Excellent communication and presentation skills</li><li>• Ability to develop positive relationships with pupils, colleagues and parents (where necessary)</li><li>• The ability to inspire and motivate those with whom you will work with</li><li>• Excellent organisational and time management skills</li><li>• High level skills in the use IT as a management tool</li></ul>	<ul style="list-style-type: none"><li>• Experience and skill in the use of SIMS</li></ul>



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<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• Understanding of current developments in relevant aspects of education</li> <li>• Understanding and knowledge of the mechanisms which underpin and support schools administration and development</li> <li>• Knowledge of a range of software and processes.</li> <li>• Good understanding of how Health and Safety impacts upon the scope of the role</li> <li>• Good understanding of how to ensure that safeguarding remains a priority in the work undertaken in the role</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of strategies for improving both the effectiveness of administration systems and the support which this offers to others</li> <li>• Knowledge of self-review procedures</li> </ul>
<b>Additional qualities</b>	<ul style="list-style-type: none"> <li>• Commitment to supporting the work of schools, colleagues and young people</li> <li>• Commitment to the success and well-being of all students.</li> <li>• Ability to lead in situations with both adults and young people.</li> <li>• Resilient and robust approach to working in a school environment</li> <li>• Sense of humour</li> <li>• The ability to meet deadlines</li> <li>• Ability to meet the schools standards of presentation and attendance</li> <li>• A willingness to be flexible in a changing environment</li> </ul>	<ul style="list-style-type: none"> <li>• Play an active part in the wider school community</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Demonstrate compliance with Safeguarding/Child Protection standards and an ability to comply with our commitment to safeguarding and promoting the welfare of children.</li> <li>• Full cooperation with &amp; that any successful candidate will be required to submit to a full DBS (formerly CRB) check</li> <li>• Candidates may write confidentially to the panel in respect of a past record, any outstanding cases or disqualification etc. in a separate envelope marked confidential along with their application form.</li> </ul>	<ul style="list-style-type: none"> <li>• Play an active part in the wider school community</li> <li>• A practising Catholic with a supportive faith reference.</li> </ul>
<b>Generic Competencies</b> (please see further guidelines below)	<ul style="list-style-type: none"> <li>• Communicating effectively</li> <li>• Being pupil and family focused</li> <li>• Effective team working</li> <li>• Personal organisation and effectiveness</li> <li>• Personal development</li> <li>• Making the most of IT systems and services</li> </ul>	



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The main purpose of the competencies is to define the standards of behaviour and conduct required by the organisation. All employees are expected to perform satisfactorily to the generic employee competencies which are reviewed as part of the school performance/appraisal and development review scheme for all employees.

Competency	Definition
<b>Communicating Effectively</b>	<ul style="list-style-type: none"> <li>Communicate effectively face to face, by telephone or written word with a diverse range of people</li> <li>Make effective use of new technology in communications contribution</li> </ul>
<b>Being customer focussed</b>	<ul style="list-style-type: none"> <li>Provides excellent customer service</li> <li>Develops and maintains positive working relationships with customers</li> <li>Contributes to the continual improvement of services</li> </ul>
<b>Effective Team Working</b>	<ul style="list-style-type: none"> <li>Develops and maintains positive working relationships with other team members</li> <li>Develops positive working relationships with other teams both within and outside the organisation (e.g “colleagues” in the voluntary sector or health service)</li> <li>Contributes to the achievement of team goals</li> </ul>
<b>Personal Organisation and Effectiveness</b>	<ul style="list-style-type: none"> <li>Achieves personal objectives on time and to the agreed standard whilst having consideration for the effect on others</li> </ul>
<b>Personal Development</b>	<ul style="list-style-type: none"> <li>Take responsibility for the development and learning of self and others</li> </ul>
<b>Making the most of Information and Communications Technology</b>	<ul style="list-style-type: none"> <li>Can operate all technology necessary for the job role</li> </ul>

The Bishops’ Memorandum sets out the Catholic Bishops’ Conference of England and Wales’ expectations about the appointment of staff in Catholic schools.

The preservation and development of the quality and distinctive nature of Catholic schools depends on the faith, practice and commitment of the teachers in the schools, working with their Governing Body.

The Catholic Church understands the vocation of a teacher and other adults who work in schools as a form of ministry within the Church.

All adults who work in Catholic schools are employed to participate in the Church’s teaching office, exercising this ministry in accordance with the Church’s teachings. This requires all adults who work in Catholic schools to be witnesses in word and deed to the Divine Teacher, Jesus Christ.

To find adults to work in Catholic schools who combine personal conviction and practice of the faith with the required professional qualifications and experience, especially in specialist subjects, is always a high priority.



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The recognition of the role that Catholic teachers and staff play stands alongside the value we place on teachers and staff of other Christian denominations, other Faiths and other teachers who contribute to and support the Catholic ethos in our schools. We recognise the great contribution they make in helping to ensure that our pupils are equipped to communicate with and participate in contemporary society.

June 2022



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