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|  | | **DESCRIPTION** | | **ESSENTIAL** | | **DESIRABLE** | | **EVIDENCE** | |
| Qualifications | | **Either**  NVQ2 (or equivalent) in a relevant discipline and GCSE Grade C/4 or above in English Language\* and Mathematics\* (or equivalent qualification such as Level 2 numeracy and literacy)  **Or**  NVQ3 (or equivalent) in a relevant discipline | | X | |  | | Application form  (proof of qualifications to be provided) | |
| Additional training in autistic spectrum disorders | |  | | X | |
| Experience | | Minimum of 2 years’ experience of working with young adults in an educational setting | |  | | X | | Application Form  Supporting statement  Interview | |
| Successful working with parents/carers and other stakeholders | |  | | X | |
| Supporting young people with ASD | |  | | X | |
| Experience of working in a multi-disciplinary team | |  | | X | |
| Assessment and recording progress | |  | | X | |
| Supportive, positive and non-judgemental attitude | |  | | X | |
| KNOWLEDGE | | Sound knowledge of the Post-16 and Adult Core Curriculum and RARPA (Recognising and Recording Progress and Achievement) \* | | X- Post-16 based roles | |  | | Application Form  Interview | |
| Awareness of implementation of legislation relating to adult safeguarding and online safety\*\* | | X- Post-16 based roles | |  | |
| Awareness of implementation of legislation relating to safeguarding and online safety | | X | |  | |
| Sound knowledge of the National Curriculum and assessment\*\* | | X- School based roles | |  | |
| Sound knowledge of early reading schemes/phonics\*\* | |  | | X- School based roles | |
| Understanding of ASD and barriers to learning and specialist strategies to overcome these. | |  | | X | |
| Understanding of the personalisation of educational provision. | |  | | X | |
| Positive intervention strategies to address challenging behaviours. | |  | | X | |
| SKILLS | | Excellence in day-to-day contribution and reliability | | X | |  | | Application Form  Interview | |
| Competent in the use of information technology and relevant software packages e.g. Office, Boardmaker | | X | |  | |
| Ability to motivate and inspire others | | X | |  | |
| The ability to effectively manage students with challenging behaviours | | X | |  | |
| Ability to set and work to deadlines | | X | |  | |
| Willingness to lead and take part in extra-curricular activities | |  | | X | |
| Ability to communicate effectively and accurately orally and in written form | | X | |  | |
| Good organisational skills, time management and execution of tasks | | X | |  | |
| To be prepared to undertake training requirements of the position | | X | |  | |
| Personal Qualities and attributes | | Passion for working with young people with ASD | | X | |  | | Application Form  Interview  References | |
| Commitment to safeguarding and promoting the welfare of vulnerable adults | | X | |  | |
| Positive and resilient individual with drive, integrity, a cheerful disposition and a sense of humour | | X | |  | |
| Commitment to personal and professional development | | X | |  | |
| Commitment to equal opportunities and knowledge of Equality Act | |  | |  | |
| Commitment to a high level of student achievement and to continuous quality improvement | | X | |  | |
| Confidentiality | | X | |  | |
| An excellent team player | | X | |  | |
| Passion for raising standards across the service | | X | |  | |
| Ability to work under pressure and meet deadlines | | X | |  | |
| Commitment to equality, diversity and inclusion | | X | |  | |
| Be flexible and very responsive in approach to teaching styles and methods | | X | |  | |
| Sensitivity, diplomacy and tact | | X | |  | |
| Commitment to actively promoting the policies and procedures of the college | | X | |  | |

\* If a candidate does not have GCSE Grade C/4 or above in English Language\* and Mathematics\* (or equivalent qualification such as Level 2 numeracy and literacy) then their application may still be considered with the expectation that they obtain this within 6 months of their employment.

\*\* Whilst successful candidates may be asked to work across any phase of the provision, candidates are expected to have an understanding of either the Post-16/Adult Core Curriculum or National Curriculum depending on the current vacancies.

Wargrave House Limited operates a safe recruitment process. Appointment to the post will be subject to suitable references and an enhanced Disclosure Barring Service check. Wargrave House Limited is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.