

## PERSON SPECIFICATION – TRANSITION AND EARLY INTERVENTION OFFICER

A = Application I = Interview

### Skills and Attributes

| Criteria                                                                                                          | E/D | Method of Assessment |
|-------------------------------------------------------------------------------------------------------------------|-----|----------------------|
| Commitment to high-quality post-16 education and opportunities.                                                   | E   | A, I                 |
| Effective communication, organisational and administrative skills with evidence of effective partnership working. | E   | A, I                 |
| Commitment to supporting learners to achieve positive outcomes and aspirational goals.                            | E   | A, I                 |
| Competent in IT with the ability to manage and analyse learner information and data effectively.                  | E   | A, I                 |
| Ability to identify learners requiring support through analysis of attendance, engagement and achievement data.   | E   | A, I                 |
| Ability to organise and prioritise workload effectively, managing competing demands and deadlines.                | E   | A, I                 |
| Ability to work effectively as part of a team and independently.                                                  | E   | A, I                 |
| Commitment to equality, diversity, learner wellbeing and safeguarding.                                            | E   | A, I                 |

**Experience and Knowledge**

| Criteria                                                                                                                                             | E/D | Method of Assessment |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------------------|
| Experience of supporting young people in education, wellbeing, pastoral support, youth work or a related field.                                      | E   | A, I                 |
| Knowledge and understanding of safeguarding principles, information-sharing requirements and barriers faced by vulnerable or disadvantaged learners. | E   | A, I                 |
| Experience of working with vulnerable learners and liaising with internal and external professionals.                                                | E   | A, I                 |
| Experience of monitoring learner attendance, engagement, progress or achievement data and coordinating appropriate interventions.                    | E   | A, I                 |
| Experience of working within a further education or post-16 setting.                                                                                 | D   | A, I                 |

**Education**

| Criteria                                                                                           | E/D | Method of Assessment |
|----------------------------------------------------------------------------------------------------|-----|----------------------|
| Maths and English qualifications relevant to the post (Level 2 minimum).                           | E   | A                    |
| Relevant qualification in education, youth work, safeguarding, wellbeing or equivalent experience. | E   | A, I                 |