

PERSON SPECIFICATION

Careers Advisor

A Person Specification defines the required qualifications, knowledge, skills, and qualities of the staff sought by Minster Trust for Education (MITRE) Trustees in the recruitment and selection process.

All members of staff employed by MITRE must support and promote the Trust's aims:

1. Raising the aspiration of all within MITRE to achieve the very best for all members of its learning communities.
2. Working within MITRE and with the wider community to design and deliver an inclusive, innovative and stimulating curriculum for children.
3. Creating a culture and environment where safeguarding and wellbeing are paramount.
4. Developing and nurturing a collective approach to raising achievement through appropriate challenge and support and a commitment to early intervention.
5. Providing a teaching and learning environment and culture where all feel safe to take measured risks in order to learn and grow.
6. Equipping and developing all professionals engaged in delivering the curriculum with excellent knowledge and skills, through high quality leadership and management so that we grow highly effective staff at all levels to ensure there is strength across the Trust.
7. Sharing our teaching and learning environments whilst enabling each school to develop its own culture, beliefs and ethos as appropriate within the overall MITRE framework.
8. Maximising opportunities to share outstanding resources that underpin the teaching and learning environments across MITRE.
9. Creating development plans (Trust and school) to support the strategic vision which is agreed, shared and consistently applied across MITRE.
10. Ensuring Church Schools are run in accordance with the principles and practices of the Church of England.

In addition to supporting and promoting the Trust's aims, members of the National Church of England Academy community also commit to support, uphold, promote, and embody the academy's vision:

'Life in all its fullness' (John 10:10)

Enabling all members of the academy community to work together, care for each other and strive to realise their potential in their studies and all other aspects of life through the academy's ARCH values:

- ◆ Achievement
- ◆ Respect
- ◆ Charity
- ◆ Humility

Attributes & Requirements

| | <i>Essential</i> | <i>Desirable</i> |
|------------------------------------|---|---|
| Qualifications and Training | <ul style="list-style-type: none"> Good honors degree in relevant subject/area or equivalent (W, D). | <ul style="list-style-type: none"> Relevant professional qualification (W, D). |
| Knowledge and Experience | <ul style="list-style-type: none"> Understanding of the Secondary and Post 16 Educational Landscape (W, I). Ability to form meaningful relationships with young people in the 11-16 age range (W, I). Knowledge of progression pathways for GCSE students including apprenticeships (W, I). Knowledge of routes into work experience (W, I). Understanding of the Post 16 application process (W, I). A passion for education and making a difference to life chances of all young people (W). Effective team member and a willingness to go the extra mile (W). | <ul style="list-style-type: none"> Experience of NEET prevention (W, I). Experience of having supported students from disadvantaged backgrounds in reaching aspirational destinations (W, I). Experience of offering information, advice and guidance to young people aged 11-16 (W, I). |
| Professional Development | <ul style="list-style-type: none"> Evidence of commitment to Continuing Professional Development (W). | |
| Skills | <ul style="list-style-type: none"> Ability to keep excellent administrative and student records (W). Ability to relate well to all students in a professional manner in a variety of contexts (W, I). Ability to use ICT as an integral part of their role (W, I). Excellent communication, presentation, and organisational skills (W, I). | |

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| Qualities and Attributes | <ul style="list-style-type: none"> • A commitment to lifelong learning for all (W). • The ability to establish effective working relationships with individuals, groups and organisations (W, I). • The ability to remain calm and diffuse situations (W). • The demonstration of a concern for excellence in one's professional work and the achievement of students (W, I). • The demonstration of a well-developed sense of the spiritual dimension of life and a commitment to support the academy's denominational aims, vision, creativity and optimism (W, I). • Adaptability and resilience, with the ability to cope with periods of work pressure with good humour and a sense of proportion (W, I). • Energy and commitment to professional responsibilities and to the betterment of all students (W, I). • A commitment to supporting the academy ethos in the interests of students and staff (W, I). | <ul style="list-style-type: none"> • A willingness to contribute to the wider life of the academy (W). |
| Other Requirements | | <ul style="list-style-type: none"> • Demonstrable evidence of achievement in current post (W, I). |
| Equal Opportunities and Safeguarding | <ul style="list-style-type: none"> • Commitment to equal opportunities (W, I). • Commitment to safeguarding students (W, I). • Must be able to recognise discrimination in its many forms and be willing to put Equality Policies into practice (W). | |

Evidence key: Written Application (W), Documentary evidence (D), Interview/assessment (I)

Note: Where the requirements are 'Essential' and marked as evidenced by your written application (W) – if your written application does not state how you meet the essential criteria, you will not be shortlisted.