

Person Specification for post of: Post 16 Trainer Assessor



Qualification, Skills & Knowledge	Essential	Desirable
GCSE (or equivalent) in English and maths	•	
HLTA or equivalent qualification (Level 4 or above)	•	
Knowledge and understanding of PfA and its relevance to P16		•
Other relevant training or qualifications which support expertise in teaching		•
Other training appropriate to Talbot School (eg first aid training, moving and handling, Team Teach)		•
Experience		
Ability to deliver high quality teaching and learning	•	
Ability to plan and teach engaging lessons	•	
Experience of working with young people with SEND	•	
Up-to-date subject knowledge and knowledge of curriculum frameworks and guidance		•
Understands principles of child development and learning processes		•
Knowledge of assessing and tracking student progress through Assessment for Learning and summative assessment		•
Experience of delivering, monitoring and assessing via relevant P16 accreditations		•
Ability to assess competence based awards e.g., Core Curriculum, Vocational Access Certificate, key skills		•
Experience of personalising learning to reflect the interests and needs of individual students		•
Child centred and committed to achieving the best possible outcomes for young people	•	
Wider Professional Responsibilities		
Ability to form respectful and trusting relationships with a range of people, including parents and carers	•	
Excellent numeracy and literacy skills with the ability to complete written reports	•	
Aware of own strengths and areas for development and actively seeks feedback and learning opportunities	•	
Commitment to continuing professional development (including taking personal responsibility for this)	•	
Commitment to working with colleagues to improve teaching and learning	•	
Ability to organise and supervise the work of Teaching Assistants	•	
Personal and Professional Conduct		
A passion and enthusiasm for working with young people with SEND	•	
Commitment to school's aims and values	•	
Commitment to equality and inclusive practice	•	
An understanding of and commitment to, positive behaviour support ethos	•	
Ability to manage own time, prioritise tasks and proven organisational skills	•	
Capacity to motivate, inspire and challenge our students, self and others	•	
A commitment to safeguarding and promoting the welfare of our students	•	
Resilient, flexible and a positive solution focussed approach	•	
Health, physical and emotional capacity for the role	•	
Can maintain personal presentation that sets high standards for staff and students	•	
General		
The flexibility to meet the full range of job requirements	•	
Able to travel to offsite provisions, meetings and events	•	

