|  |  | Post Number |  | |
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| Job Title | Coordinator – Learning Beyond The Classroom | |
| Department | Wirral Hospitals’ School | |
| Prepared by and date | P Arrowsmith - September 2025 | |
| Listed below are the **personal attributes** required to fulfil the duties listed in the Job Description (M03). | | | | |
| **Essential Personal Attributes** | Stage Identified | **Desirable Personal Attributes** | | Stage Identified |
| **Qualifications:**   * NVQ Level 3 for Teaching Assistants or equivalent as per QCA document. * Very good numeracy/literacy/ICT skills. * Driving Licence plus a willingness and ability to study for, and achieve, the additional D1 licence (if not already in possession). | A  A/I/R  A | * Training and/or qualifications in supporting students with a variety of medical conditions relating to trauma, anxiety and other mental health conditions. * First aid training as appropriate. * D1 Driving licence permitting minibus use for schools. * Specific qualifications relating to outdoor education activities. | | A/I  A  A  A/I |
| **Experience:**   * Experience of working with children and young people in an educational setting. * Experience of working with children displaying anxiety- and/or trauma-related difficulties. * Experience of working with children and young people with SEND. * Experience of effective multi-agency work to improve outcomes for children and young people. * Experience of working with children and young people on outdoor education activities. * Experience of completing Risk-Benefit forms for a range of activities. * Experience of organising and leading a range of trips and activities for children and young people | A/I/R  A/I/R  A/I/R  A/I/R  A/I/R  A/I/R  A/I/R | * Experience of working with children who are displaying difficulties in attending school due to their mental health concerns. * Experience of working with children having a range of special needs including those SEMHD, Autism Spectrum Disorders, Speech and Language Disorders, ADHD and other relevant SEND. * Experience of organising and leading residential trips. * Experience of using online systems for recording the planning of outdoor activities. | | A/I/R  A/I/R  A/I  A/I |
| **Knowledge & Skills:**   * Ability to use ICT effectively, both to plan activities and to support learning. * Ability to self-evaluate learning needs and actively seek learning opportunities. * Ability to relate well to children and adults. * Ability to work constructively as part of a team. * Ability to be reflective, responsive and sensitive to the needs of students who have difficulties with emotional regulation. * Ability to be flexible and resilient to the changing needs of students and of the school environment. * Ability to work independently in managing the needs of students who are working away from their class group (e.g. when in 1-1 learning situation; be independent in managing time so as to plan with and feedback to teaching staff, liaise with line manager and deliver lessons to individual students). * Ability to apply CPD to ongoing reflective practice in order to develop use of skills and knowledge. | A/I  A/I  A/I/R  A/I/R  A/I  A/I  A/I  A/I | * To be able to manage and deliver programs devised by other specialists (e.g. Speech and Language Treatment/Care Plans, Occupational Therapy Sensory Diets, Sensory Integration programs etc.). * To be able to share knowledge gained through CPD and reflective practice with other members of staff (teachers, Teaching Assistants and other professionals). * An ability, resilience and willingness to work with those young people that may exhibit demand-avoidant behaviours as a result of heightened anxiety. | | A/I  I/R  A/I/R |

Employee Specification Form – Guidance for Applicants

| These guidance notes should be studied carefully before completing the Job Application Form (M05).  **What is the purpose of an Employee Specification Form?**  The Employee Specification Form lists the personal attributes required to fulfil the duties listed in the Job Description (M03).  **What are personal attributes?**  The personal attributes are the qualifications, experience, knowledge and skills and any special requirements that are required to be able to fulfil the duties of the post.  They are set at a level appropriate to the work to be done and *not* higher than necessary; stated clearly and specifically; and entirely job related.  **What are essential personal attributes?**  These are the personal attributes without which a person would simply be unable to do the job.  Examples could be the possession of a current driving licence or a relevant qualification.  *Any applicant who does not meet all of the essential requirements will not be shortlisted (unless the stage identified is not at application).*  *Any Disabled applicant who meets all of the essential requirements* ***must*** *be shortlisted for interview.*  **What are desirable attributes?**  These are the personal attributes which are desirable, but not essential.  Examples for certain jobs could be local government experience or knowledge of new technology.  *A candidate will not be rejected for failing to meet any single desirable requirement.*  **What are the Stages Identified?**  These are the stages in the selection process that the personal attribute is to be identified, eg application form, interview, tests, references, etc.  **How should I use the Employee Specification when completing my Job Application Form?**  You should refer to the personal attributes listed on the Employee Specification Form and use them to state clearly how you meet each of them on Section A4 of the Job Application Form (M05). You should start with the essential requirements and then the desirable requirements. You should also demonstrate how you meet them (give examples).  **Failure to state how you meet an essential requirement (if identified as Application stage) will result in you not being shortlisted for interview/the next stage.** |
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