

**HR Officer**

**Person Specification**

**Important Notes for Applicants:**

All applicants invited to interview will be expected to have read the School's Child

Protection & Safeguarding policy as well as our Safer Recruitment policy. The School attaches great importance to these topics and candidates will be asked to demonstrate their understanding of them, as well as their suitability to work with children-this will be fully explored during the interview process.

Appointments will always be subject to a minimum of two satisfactory references, one of

which must be from the current or most recent employer. Qualifications and experience

will be subject to scrutiny as part of the safeguarding process. An enhanced Disclosure

and Barring Service check will always be required.

**Qualifications and training**

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| Qualifications within a relevant field of study | Desirable |
| CIPD qualified (preferable or a willingness to undertake training)  | Essential |
| Evidence of Continuous Professional Development | Desirable |
| A good general level of education to GCSE level, including English. | Essential |
| Safeguarding Training | Desirable |
| Safer Recruitment Training | Desirable |

**Knowledge, Skills and Understanding**

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| Excellent verbal and written communication skills. | Essential |
| Ability to demonstrate commitment to providing an effective and efficient office environment and to provide a friendly response. | Essential |
| Previous generalist HR experience providing support to managers and staff, ideally within an education organisation  | Essential |
| Experience of word, excel. | Essential |
| Experience of managing or supporting employment relations cases. | Essential |
| ICT literate and fluent use of email and internet. | Essential |
| Able to organise time and work to deadlines. | Essential |
| Proven track record of following safer recruitment guidelines. | Essential |
| Proven track record of using personnel management systems | Essential |
| Understanding of inputting information into DBS systems | Essential |
| Knowledge, experience of record keeping, information retrieval and dissemination of photocopying, paperwork to staff as appropriate. | Essential |
| Knowledge of office procedures. | Essential |
| An understanding of child protection and safeguarding issues and legislation of the relevant school policies and procedures. | Desirable |
| Experience of working with children with special needs within a mainstream or specialist setting. | Desirable |
| Experience of working within primary settings. | Desirable |

**Personal qualities and interpersonal skills:**

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| Able to gain and maintain the confidence and respect of colleagues, parents, trustees, governors and external partners. | Essential |
| Able to communicate with a range of audiences verbally and in writing. | Essential |
| Works effectively under pressure, plans, prioritises and meetsdeadlines. | Essential |
| Understands personal strengths and areas for development in self and others and how this knowledge may impact on practice. | Essential |
| Experience of working in a highly confidential environment whilst ensuring tact, diplomacy and discretion.  | Essential |
| Strong interpersonal and communication skills that enable successful team working and the development of teaching, support staff and other professionals. | Essential |
| Be a person of integrity. | Essential |
| Able to maintain confidentiality. | Essential |
| Able to remain impartial. | Essential |
| Have a flexible approach to working hours if required. | Essential |
| Be sympathetic to the needs of others. | Essential |
| Have an openness to learning and change. | Essential |

**Building Community:**

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| An understanding of and commitment to the value of inclusivepractice for the development of children with learning difficultieswithin and beyond the classroom. | Essential |
| The ability to represent, market and be an advocate for the school to external stakeholders | Essential |