

**Person Specification – Pastoral/Behaviour Lead**

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|  | **Essential** | **Desirable** |
| **Qualifications** | GCSE’s in English, Mathematics and Science at grade A\*-C or equivalent | Teaching Assistant or Higher Level Teaching Assistant Qualifications  First Aid Training |
| **Relevant Experience and Knowledge** | Experience of working with children from 3-11 years.  Experience of working with families  Experience of working in partnership with key statutory and non-statutory stakeholders  Experience of observing, recording and reporting on pupil learning behaviours.  Experience of behaviour management strategies.  Understanding of principles of children's pastoral and behaviour development and learning processes.  Knowledge of relevant educational policies, legislation and guidance in relation to working with, and the protection of children  Knowledge of de-escalation strategies. | Experience of working in a school  Experience of school attendance requirements and tracking systems  Experience of behaviour management interventions.  Recent safeguarding training.  DSL trained  Team Teach training |
| **Skills and aptitudes** | Ability to analyse and interpret data.  Ability to use ICT effectively to support learning.  Effective interpersonal and communication skills.  Ability to work effectively under pressure and show initiative.  Ability to cope with conflicting demands, deadlines and interruptions  Ability to interpret varying situations and solve problems on a day-to-day basis  Initiative and an ability to successfully work independently and flexibly  Work effectively to lead and manage pupils, families and staff.  Skilled in positive behaviour management.  Ability to be able to manage and organise time and resources effectively.  Commitment to working within organisational procedures and processes in order to meet required standards for the role.  Self-motivational and positive approach  Ability to self-evaluate learning needs and actively seek learning opportunities  Must be willing to work in a developing and pressured environment in order to meet the needs of the school | Ability to analyse and interpret attendance data. |
| **Special Requirements** | Enhanced DBS clearance  Compliance with all Academy and Trust policies  Safeguarding and promoting the welfare and success of all students and young people.  The implementation of equal opportunities practice.  Promoting the stated aims and policies. |  |