

Stoke Park Primary School

Person Specification - Pastoral, Inclusion and Learning Mentor

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Good GCSE English and Maths 	<ul style="list-style-type: none"> • Degree or Level 4 qualifications • Relevant further qualifications around pastoral care, child support • ELSA or equivalent
Experience	<ul style="list-style-type: none"> • Experience of maintaining and manipulating computerised and/or paper based data/information • Experience of liaising with a range of stakeholders to find effective solutions • Experience of working with young people in challenging circumstances 	<ul style="list-style-type: none"> • Current successful school experience with a responsibility for student welfare / raising achievement • Experience of using a Management Information System preferably SIMS or Arbor and CPOMS • Experience of safeguarding and pastoral roles in schools
Leadership and Management Skills	<ul style="list-style-type: none"> • Ability to manage time effectively, organise & prioritise workloads and work proactively to ensure objectives are fulfilled • Ability and willingness to work cooperatively as part of a team • Respect for the professional expertise of others • Ability to be managed by others using constructive feedback to improve your performance • Ability to de escalate difficult situations 	<ul style="list-style-type: none"> • The experience, where necessary, to give a clear lead on inclusion and managing learning and student achievement. • Evidence of innovative and effective learning coordination. • Ability to help us build on the breadth of the educational experiences we offer both in and out of the classroom.

Personal attributes	<ul style="list-style-type: none"> • Enthusiastic, perceptive and fair • Record of excellent practice • A personal commitment to quality and excellence that will take the Academy forward. • Unflappable • Good sense of humour • Ability to handle information securely and confidentially. • An understanding of the needs and values of different communities, in particular the different cultures the school serves. • Genuine care for all students, especially the disadvantaged and vulnerable 	<ul style="list-style-type: none"> • Record of developing and maintaining good relationships with students and wider school community • Knowledge and expertise in how people learn • A clear vision on the position of student welfare and inclusion in the school • Ability to provide guidance, advice, instruction and support and challenge students and staff
Communication Skills	<ul style="list-style-type: none"> • High standard of written and verbal communication skills • Be able to communicate with care and respect to students, staff, parents and carers 	<ul style="list-style-type: none"> • Experience of leading meetings