

**PERSON SPECIFICATION: PASTORAL MANAGER**

KEY CRITERIA	ESSENTIAL	DESIRABLE	MEANS OF ASSESSMENT
<b>Qualifications &amp; Experience</b>	<ul style="list-style-type: none"> <li>• education to degree level or equivalent relevant experience</li> <li>• experience of leading or managing a team</li> <li>• experience of successfully working with identified disaffected students, or groups of students</li> <li>• have undertaken some safeguarding training</li> <li>• experience of monitoring and recording progress of learners</li> <li>• experience of forging community/voluntary/parent and partner agency links</li> <li>• experience of working with young people with SEN or behavioural issues</li> </ul>	<ul style="list-style-type: none"> <li>• leadership of a community project/area of school development</li> <li>• designated safeguarding training</li> </ul>	Application form Certificates Interview
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• understanding of students welfare and pastoral needs.</li> <li>• understanding of Safeguarding and Child Protection issues.</li> <li>• innovative approaches to working with students, parents, the local community and multi-agency partners in relation to inclusion, behaviour and reward strategies</li> <li>• strategies for ensuring equal opportunities for students, staff and other stakeholders.</li> <li>• ability to lead meetings professionally</li> </ul>	<ul style="list-style-type: none"> <li>• knowledge of the needs of SEN students in academic surroundings</li> </ul>	Interview Application form Oral Presentation Occupational tests References
<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• ability to communicate effectively, negotiate and network through highly developed inter- personal written, verbal and presentation skills to a range of audiences, including SLT and governors</li> <li>• proven leadership ability</li> <li>• be able to consistently prioritise, plan and direct the workload of self and others, balancing long and short term priorities</li> <li>• set high standards and provide a role model for students and</li> </ul>	<ul style="list-style-type: none"> <li>• willingness to develop own understanding and capability through advice and training</li> <li>• think clearly in emergency situations</li> </ul>	Interview Application form Oral Presentation Occupational tests References

	<p>staff</p> <ul style="list-style-type: none"> <li>• well developed analytical, planning and organisational skills</li> <li>• demonstrate initiative</li> <li>• identify and develop creative and imaginative solutions to solve problems</li> <li>• seek support and advice when necessary</li> <li>• deal with student's personal and other crises</li> <li>• demonstrable ability to evaluate work programmes and strategies</li> <li>• evidence of sound judgment skills</li> </ul>		
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• enjoyment in working with young people and families.</li> <li>• an excellent record of attendance and punctuality</li> <li>• commitment to inclusive education</li> <li>• resilience and perspective</li> <li>• reliability, integrity and stamina</li> <li>• respect confidentiality</li> <li>• flexibility and a willingness to be involved in change.</li> </ul>		Occupational tests Interview References
<b>Special Requirements</b>	<ul style="list-style-type: none"> <li>• Satisfactory Enhanced Disclosure with the Disclosure and Barring Service</li> <li>• Occupational Health clearance.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to drive (full driving licence)</li> </ul>	DBS Occupational Health form