

## PERSON SPECIFICATION – Pastoral Manager

| Knowledge and experience   | Essential | Desirable |
|--|-----------|-----------|
| Educated to at least GCSE Grade C standard or equivalent in English and Mathematics (certificate/s to be available at interview)   | √         |           |
| Experience of managing and maintaining accurate records and filing systems   | √         |           |
| Experience of child safeguarding issues and successful use of measures that promote and ensure the safeguarding of children  | √         |           |
| Experience of working with parents   | √         |           |
| Experience of co-operating with external agencies  | √         |           |
| Experience of more than one setting  |           | √         |
| Experience of supporting student transition  |           | √         |
| Experience of working in a school or similar   |           | √         |
| Knowledge of SIMS  |           | √         |
| First Aid qualification or willingness to gain one   | √         |           |
| Skills knowledge and aptitudes   | Essential | Desirable |
| Ability to build and form good relationships with prospective parents, students, colleagues and other professionals  | √         |           |
| Initiative and ability to work without direct supervision  | √         |           |
| Excellent and meticulous organisational skills   | √         |           |
| Excellent verbal and written communication skills appropriate to the need to communicate effectively with colleagues, students, other professionals  | √         |           |
| Ability to absorb and understand a wide range of information   | √         |           |
| Ability to manage and deal with confidential data / issues appropriately   | √         |           |
| Ability to effectively operate a full range of ICT equipment and other resources   | √         |           |
| Knowledge of relevant policies, codes of practice, and awareness of relevant legislation   |           | √         |
| Ability to engage constructively with, and relate to, a wide range of young people, parents/carers, from different backgrounds   | √         |           |
| Ability to develop and implement bespoke behaviour management programmes   | √         |           |
| Understanding of the education system  |           | √         |
| Ability to assess and review young people and family circumstances and plan appropriate responses, drawing on in-school and external advice and expertise where necessary  | √         |           |
| Ability to work effectively and network, with a wide range of support services, from both the public and private sectors, and an ability to draw upon a wide range of support, information, opportunities and guidance | √         |           |
| Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers   | √         |           |
| Ability to engage in joint goal setting with an individual student as part of the learning action planning process   | √         |           |
| Able to quickly establish positive working relationships with students, staff parents and a wide range of people from within and outside the school  | √         |           |



Encouraging  
Nurturing  
Respectful  
Inspiring  
Creative  
Happy

|  |                  |                  |
|--|------------------|------------------|
| Ability to handle difficult situations with sensitivity, confidentiality and discretion at all times, combined with a calm personality, a practical approach and sound judgement | ✓                |                  |
| Ability to maintain a non-confrontational approach   | ✓                |                  |
| A commitment to Equal Opportunities  | ✓                |                  |
| <b>Personal qualities</b>  | <b>Essential</b> | <b>Desirable</b> |
| A diplomatic and patient approach  | ✓                |                  |
| Able to work collaboratively   | ✓                |                  |
| Ability to show initiative and prioritise one's own work even when under pressure  | ✓                |                  |
| Able to work flexibly to support others and respond to unplanned situations  | ✓                |                  |
| Able to attend evening events as required  | ✓                |                  |
| Desire to enhance and develop skills and knowledge through CPD   | ✓                |                  |
| Commitment to the highest standards of child protection  | ✓                |                  |
| Recognition of the importance of personal responsibility for Health & Safety   | ✓                |                  |
| Commitment to the school's ethos, aims and its whole community   | ✓                |                  |