

## Personnel Specification

<b>Job Title:</b>	<b>Pastoral Mentor</b>
<b>Salary:</b>	Grade 9
<b>Post Name:</b>	

ESSENTIAL	DESIRABLE
<b>Qualifications &amp; Training</b> <ul style="list-style-type: none"> <li>GCSE Level 4 or above (or equivalent) in at least Maths and English</li> <li>Ability to use a range of Microsoft or similar software packages (i.e Excel, PowerPoint, Publisher)</li> </ul>	<b>Qualifications &amp; Training</b> <ul style="list-style-type: none"> <li>Evidence of continuous professional development.</li> <li>Sound knowledge of educational process at Key Stage 3 and/or 4 Level.</li> <li>A Level or equivalent in English and Maths</li> <li>Counselling qualification or similar.</li> <li>Evidence of excellent Coaching and Mentoring experience of colleagues</li> <li>MIS Software knowledge such as Arbor or SIMS or equivalent</li> <li>Knowledge of LEA policies, systems and procedures relevant to post.</li> <li>Other training relevant to the role</li> </ul>
<b>Application</b> <ul style="list-style-type: none"> <li>Well written and well presented application that addresses the requirements of the post</li> </ul>	
<b>Experience and skills</b> <ul style="list-style-type: none"> <li>Extensive experience and knowledge of working with students who are or are becoming disengaged, disaffected or disruptive within education.</li> <li>Experience of delivering interventions that identify and fill significant gaps in learning.</li> <li>Ability to assess the holistic needs of students.</li> <li>Experience of working in a fast, changing, unpredictable and challenging environment.</li> <li>Highly skilled in developing working partnerships with all staff and external agencies.</li> <li>An appropriate understanding of Child Protection and school behaviour policies in relation to the post.</li> </ul>	<b>Experience and skills</b> <ul style="list-style-type: none"> <li>Previous experience of collection and collation of a range of statistical data and information.</li> <li>Research skills to ensure awareness of best practice.</li> </ul>

<ul style="list-style-type: none"> <li>• Good communication and interpersonal skills</li> <li>• Ability to communicate at all levels.</li> <li>• Able deal sensitively with people and be able to resolve conflicts.</li> <li>• Able to relate to young people.</li> </ul>	
<p><b>Knowledge and Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Genuine passion and belief in the potential of every student.</li> <li>• Demonstrate excellent communication skills and ability to establish good working relationships with teachers and support staff.</li> <li>• Able to empathise with colleagues, students, visitors and external contacts</li> <li>• Understanding of key SEND conditions that can impact on behaviour, especially in terms of SEMH.</li> <li>• Reliability and commitment to confidentiality</li> <li>• Ability to work as a team member.</li> <li>• Willingness to undergo training</li> <li>• and be committed to continuous professional development.</li> <li>• Enthusiasm for the job and a positive attitude to solving problems together.</li> <li>• Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010.</li> <li>• Willingness to dress professionally in</li> <li>• accordance with the culture of the school</li> <li>• An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations.</li> </ul>	<p><b>Knowledge and Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Understand the role and remit of support staff and how they can be best deployed to improve student learning and enjoyment of learning.</li> <li>• Ability to use Goodman's SDQ/Boxall to identify to identify needs and set targets especially in relation to Social Emotional and Mental Health needs</li> </ul>
<p><b>General Circumstances</b></p> <ul style="list-style-type: none"> <li>• Evidence of regular attendance at work</li> <li>• An understanding of, and commitment to, Equal Opportunities, and the ability to apply this in day-to-day situations.</li> <li>• Willingness to undertake training.</li> </ul>	<p><b>General Circumstances</b></p>
<p><b>Factors not already covered</b></p> <ul style="list-style-type: none"> <li>• Must be able to perform all duties and tasks, with reasonable adjustment where appropriate, in accordance with the provisions of the Equality Act 2010</li> </ul>	<p><b>Factors not already covered</b></p>

