

Person Specification

| | | |
|--|--|--------------------------------|
| Job title: | Pastoral Support Leader | |
| Reports to: | Vice Principal for Behaviour/SLT | Scale H: Points 24 - 27 |
| CRITERIA | | EVIDENCE |
| EDUCATION AND PROFESSIONAL QUALIFICATIONS | | (See Key) |
| Essential | | |
| 1. | GCSE English and Maths (A*-C) or equivalent | 1, 2 & 3 |
| 2. | Relevant professional qualifications or a willingness to work towards | 1, 2, 3 & 4 |
| Desirable | | |
| 3. | Additional professional qualifications/training/experience related to this role | 1, 3 & 4 |
| 4. | Safeguarding qualification (full training will be given) | 1,2,3 & 4 |
| KNOWLEDGE | | |
| Essential | | |
| 1. | Working with young people, parents, carers and school staff | 1, 3 & 4 |
| 2. | Knowledge/experience of working with external agencies | 1, 3 & 4 |
| 3. | Liaising with outside agencies that can offer support to students. | 1 & 3 |
| 4. | Some understanding of Data Protection/GDPR | 1, 3 & 4 |
| 5. | Excellent customer service, organisational and communication skills | 1, 3 & 4 |
| 6. | Able to challenge in a constructive manner | 1, 3 & 4 |
| 7. | Knowledge of ICT systems including Microsoft Word, Excel and PowerPoint | 1 & 3 |
| EXPERIENCE | | |
| Essential | | |
| 8. | Able to empathise, and convey authority and gain students' respect, apply boundaries and motivate whilst de-escalating difficult situations. | 1, 3 & 4 |
| 9. | Ability to work on own or with others as part of a team | 1, 3 & 4 |
| Desirable | | |
| 10. | Working with young people who have emotional or behavioural difficulties | 1, 3 & 4 |
| 11. | Previously worked in or with a school setting | 1 |
| KEY SKILLS | | |
| Essential | | |
| 12. | Excellent interpersonal skills and to be able to communicate effectively both orally and in writing, which enable good relationships to be built with young people and adults. | 1, 3 & 4 |
| 13. | Self-starter, with an ability to work independently and use own initiative to overcome obstacles whilst being able to provide positive outcomes | 1, 3 & 4 |
| 14. | Ability to work independently and represent the school in a professional and caring manner | 1 & 3 |
| 15. | A willingness to support and encourage young people who may have emotional and behavioural difficulties | 1, 3 & 4 |
| 16. | Ability to establish and maintain effective working relationships at all levels whilst demonstrating a flexible approach | 3 |
| OTHER FACTORS | | |
| Essential | | |
| 17. | Ability to form and maintain appropriate relationships and personal boundaries with children in accordance with Safeguarding practices | 1, 3 & 4 |
| 18. | Personal and professional resilience | 1 & 3 |
| 19. | Flexibility in working hours according to the needs of the role/school | 1 & 3 |
| 20. | Ability to deal sensitively and appropriately with confidential, personal information | 1, 3 & 4 |
| 21. | Ability to work under pressure, to set deadlines and to prioritise | 1, 3 & 4 |
| 22. | Ability to work with a wide variety of people internal and external. | 1 & 3 |
| 23. | An awareness and sensitivity to students' needs. | 1 & 3 |

| | |
|--|----------|
| 24. Able to prioritise own workload and the workload of others in order to meet deadlines | 1 |
| 25. Ability to be proactive and use own initiative to be creative and think beyond the obvious solutions | 1 & 3 |
| 26. Good understanding of confidentiality and integrity when handling student information | 1, 3 & 4 |
| 27. Effective and systematic behaviour management, with clear boundaries, sanctions, praise and reward | 1 & 3 |

Person Specification prepared by:

HR

Designation:

Budmouth Academy Weymouth

Date:

March 2022

Evidence method for criteria

1. Application Form 2. Sight of Certificates 3. Interview 4. References