

Ellesmere Port Catholic High School



PASTORAL SUPPORT MANAGER – PERSON SPECIFICATION

For the following criteria: E denotes essential / D denotes desirable

| To work and communicate effectively with colleagues in school To establish good relationships with children whilst setting firm boundaries To work creatively with children to identify strengths and targets for development/achievement To draw up action plans to meet targets To demonstrate empathy, communication, listening and interpersonal skills when dealing with children, colleagues and parents/carers | E E E |
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| | Ε |
| To demonstrate a positive attitude to working with challenging pupils | Ε |
| To negotiate effectively with families/carers and support agencies | Ε |
| To work with small groups of children | Е |
| To demonstrate good self-organisation skills | Е |
| To demonstrate a sense of humour | Ε |
| To identify and liaise with appropriate resources and agencies of support | D |
| To demonstrate good administrative skills including report writing | D |
| To demonstrate teamwork skills | Ε |
| To demonstrate the ability to work flexibly with adaptability | Е |
| To demonstrate a willingness to undertake training | Ε |
| Knowledge and Understanding | |
| Issues relating to social exclusion and an understanding of these issues | Ε |
| Methods of setting realistic programmes for disaffected and underachieving children | D |
| Local services and resources for children, young people and their families | D |
| Awareness of child protection issues and procedures | Ε |
| Awareness of data protection and confidentiality procedures | Ε |
| Qualifications | |
| Evidence of relevant full time further and / or higher education | Е |
| Evidence of English and Maths at GCSE (A-C) or equivalent | Е |
| Evidence of recent and continuing professional development | Ε |
| | |
| Experience | |
| Experience Working with secondary aged children | D |
| · | D E |
| Working with secondary aged children | |
| Working with secondary aged children Working with families /carers | E |