**PERSON SPECIFICATION**

**PASTORAL MANAGER**

Whether you’re a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

* We want everyone to ***think big*** for yourselves and for the world around you;
* We want everyone to ***do the right thing*** in everything you do, even when this means doing something that’s hard, not popular or takes a lot of time;
* We want everyone to show strong ***team spirit***, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

# This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

**VALUES**

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| **Thinking Big** | * Show energy, enthusiasm and passion for what you do
* Demand the highest quality in all that you do, and in the work of your team
* Willing to champion new ideas and think beyond the status quo
* Show an ability to think creatively and ‘outside of the box’ in your area of expertise, continually seeking improvements in what you do to make the organisation better
* Be open to new ideas and change where it will have a positive impact on the organisation
* Show a willingness to embrace different ideas and ways of thinking to improve E-ACT
* Ability to ‘look outside’ – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work
* Commitment to self-development, and developing your wider Team
* Ability to self-reflect on yourself, your performance, and to think about how this could be improved further
* Ability to encourage ideas from others in order to improve the organisation and build your team’s confidence
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| **Doing the Right Thing** | * Have integrity and honesty in all that you do
* Make decisions that are based on doing the right thing, even when this means that they’re unpopular or will lead to more work
* Take responsibility and ownership for your area of work
* Have difficult conversations or deliver difficult messages if that’s what’s required to do the right thing by our pupils
* Be transparent and open
* Be resilient and trustworthy
* Stand firm and stay true to our mission
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| **Showing Team Spirit** | * Understand how you can have a greater impact as a team than you can as an individual
* Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission
* Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level
* Recognise and celebrate the success and achievements, no matter how small, of your colleagues
* Be generous with sharing your knowledge to help to develop others
* Understand and be willing to receive suggestions and input on your area of work from others
* Support your colleagues, even when this means staying a little later, or re-prioritising some of your work
* Be aware of other peoples’ needs and show an ability to offer genuine support
* Show an awareness and respect for peoples’ differences, and recognise how different characteristics and personal strengths build dynamic and great teams.
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**KNOWLEDGE, EXPERIENCE & SKILLS**

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| **Requirement** | **Assessed at** |
| **E –** Essential | **A –** Application Stage |
| **D –** Desirable | **I –** Interview Stage |
|  | **P –** During the probationary period |

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|  |  | **E** | **D** | **A** | **I** | **P** |
| **Organisational Fit** | Thinking Big | X |  | X | X | X |
| Doing the Right Thing | X |  | X | X | X |
| Showing Team Spirit | X |  | X | X | X |
| **Knowledge, Skills & Abilities** | Good interpersonal and negotiating skills. | X |  | X | X | X |
| Able and willing to work flexibly as academy needs require | X |  |  | X | X |
| IT literate, ability to use spreadsheets andinterpret data and able to learn new systems. | X |  | X | X | X |
| Highly developed planning and organisation skills and managing competing deadlines | X |  | X | X | X |
| Ability to work independently, problem solve and a on own initiative. | X |  | X | X | X |
| Understanding and promoting positive relationship with the wider school community |  | X |  | X | X |
| Ability to engage constructively with, and relate to a wide range of young people, parents/carers, from different backgrounds. | X |  |  | X |  |
| Ability to relate to young people, within different age groups about attendance and behaviour issues. | X |  |  | X |  |
| Ability to develop and implement bespoke behaviour management programmes | X |  |  | X |  |
| Competent in the use of IT | X |  |  | X |  |
| Understanding of the education system | X |  |  | X |  |
| Ability to assess and review young people and family circumstances and plan appropriate responses, drawing on in-house and external advice and expertise where necessary. | X |  |  | X |  |
| 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. | X |  |  | X |  |
| Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers. | X |  |  | X |  |
| Ability to engage in joint goal setting with an individual student as part of the learning action planning process. | X |  |  | X |  |
| Ability to contribute to the monitoring of, and intervention in, cases of unauthorised absence and poor punctuality. | X |  |  | X |  |
|  | Excellent communication and interpersonal skills | X |  |  | X |  |
| Able to quickly establish positive working relationships with students, staff, parents and a wide range of people from within and outside the academy | X |  |  | X |  |
| Ability to handle difficult situations with sensitivity, confidentiality and discretion at all times, combined with a clam personality, a practical approach and sound judgement. | X |  |  | X |  |
| Ability to be a good role model to young people – demonstrate and promote positive values, attitudes and behaviour | X |  |  | X |  |
| Ability to maintain a non-confrontational approach | X |  |  | X |  |
| Planning and prioritising own workload and managing conflicting demands | X |  |  | X |  |
| A commitment to Equal Opportunities. | X |  |  | X |  |
| Knowledge and understanding of safeguarding. | X |  |  | X |  |
| **Experience, Educational, Qualifications and Training** | Knowledge of education sector |  | X | X | X | X |
| Previous experience of managing attendance |  | X | X | X | X |
| Experience of working with a range of external partners to achieve organisational aims | X |  | X | X | X |
| Experience of working with young people and families | X |  | X |  |  |
| Experience of working successfully with disaffected students including those with challenging behaviours | X |  | X |  |  |
| Experience of working within an educational/multi agency setting | X |  | X |  |  |
| Education to Degree level along with GCSE English/Maths  | X |  | X |  |  |
| Good oral and written communication | X |  | X |  |  |
| Evidence of recent professional development relevant to the post. | X |  | X |  |  |
| Recognition of the need for continuing development and training | X |  | X |  |  |

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| **Skills and Attributes** | Highly developed interpersonal skills with both adults and children | X |  | X | X | X |
| Ability to interpret legislations and regulations. |  | X | X | X | X |
| Excellent written and verbal communication skills, including the ability to present to a range of audiences | X |  | X | X | X |
| Proficient in the use of all Microsoft software applications | X |  | X | X | X |
| Commitment to raising achievement and improving the educational experiences of all students  | X |  | X | X |  |
| A sense of humour | X |  | X | X |  |
| Resilience | X |  | X | X |  |
| Ability to think originally and creatively | X |  | X | X |  |
| Positive attitude | X |  | X | X |  |
| Warmth and sensitivity | X |  | X | X |  |
| Excellent rapport with students | X |  | X | X |  |
| Commitment to the academy and the students we serve | X |  | X | X |  |
| Ability to work confidentially and with discretion | X |  | X | X |  |

