

## PASTORAL LEAD PERSON SPECIFICATION

| <b>Competency</b>               | <b>Essential</b>  | <b>Assessed</b> | <b>Desirable</b>  | <b>Assessed</b> |
|---------------------------------|---|-----------------|---|-----------------|
| Attainments /<br>Qualifications | A degree in education or other relevant field.  | A               |   |                 |
|                                 | For teachers, QTS with a specialism in Maths, Physics or Computer Science.  | A               |   |                 |
|                                 | Additional qualifications relating to safeguarding, SEND and/or pastoral care.  | A               |   |                 |
| Skills and<br>Understanding     | Excellent verbal and written communication skills; able to communicate effectively with professional agencies, parents, staff and students; able to manage difficult conversations. | A/I             | Proven ability to meet targets and work within budgetary constraints. | A               |
|                                 | Ability to lead a team and enthuse others to achieve goals.   | I               |   |                 |
|                                 | Empathy with students and colleagues.   | A/I             |   |                 |
|                                 | Ability to work on own initiative.  | A/I             |   |                 |
|                                 | Planning, organisation and time management skills.  | A/I             |   |                 |
|                                 | Ability to remain calm under pressure.  | I               |   |                 |
|                                 | An understanding of the pressures facing our students.  | I               |   |                 |

|  |   |     |   |   |
|--|---|-----|---|---|
| Prior Experience   | Substantial experience in education, including post-16.                 | A   | Experience in a pastoral leadership role.               | A |
|  | A successful track record of influencing and implementing change.       | A/I | Experience of residential provision, including post-16. | A |
|  | Experience of working with external support agencies.                   | A/I | Experience in as or working closely with a SENCO        | A |
|  | Experience in the provision of pastoral care.                           | A   | Experience in delivery a pastoral curriculum            | A |
|  | Experience in a safeguarding role.                                      | A   |   |   |
| Behavioural Characteristics                                      | A pro-active, can-do attitude.  | A/I |   |   |
|  | Energised by a job well done.   | A/I |   |   |
|  | Able to switch off when away from work.                                 | A/I |   |   |
|  | Cooperative and collaborative.  | I   |   |   |
|  | Problem-solver and resolution seeker.                                   | I   |   |   |
|  | Have a clear vision of how to deliver pastoral excellence for students. | A/I |   |   |
|  | Commitment to leading with integrity, openness, and honesty.            | A/I |   |   |
|  | Commitment to professional conduct.                                     | I   |   |   |
|  | Commitment to safeguarding and promoting the welfare of children.       | A/I |   |   |
|  | Commitment to equal opportunities.                                      | I   |   |   |
| Reflective and committed to continuous professional development. | A/I   |     |   |   |

A – assessed on the application form  
I – assessed at interview