

Pastoral Support Mentor

Person Specification

SKILLS	Essential	Desirable
Good numeracy/literacy skills	*	
Ability to work successfully with pupils with challenging behaviour	*	
Ability to establish positive relationships with students and empathise with their needs	*	
Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to children needs, encouraging the student to stay on task		*
Ability to work constructively as part of a team	*	
Ability to assist in the recording of lessons and assessment, as required by the teacher		*
Ability to offer constructive feedback to children to reinforce self-esteem		*
Maths and/or English Grades GCSE A-C or CSE level 1		*
Able to recognise own training needs and willing to undergo relevant training		*
Ability to support families and carers with pupils challenging behaviour		*

KNOWLEDGE/QUALIFICATIONS	Essential	Desirable
Understanding of relevant policies/codes of practice and awareness of relevant legislation	*	
Basic understanding of child development and learning	*	
Understanding of the Send code of practice	*	
Working with or caring for children of relevant age	*	
General understanding of national/foundation stage curriculum and other basic learning programmes/strategies	*	

Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the students	*	
Understanding classroom roles and responsibilities and your own position within these.		*
NVQ 2 for Teaching Assistants or appropriate level of experience of operating in the classroom environment		*
Training in the relevant learning strategies e.g. literacy	*	

EXPERIENCE	Essential	Desirable
Experience of working with children with a range of social & emotional and behavioural needs		*
Experience of working with children in a 1:1 capacity		*
Experience of working with a range of external agencies	*	
Experience of working as part of a team		*
Experience of supporting children in a classroom environment, including those with special educational needs		*
Experience of organising and planning own work tasks and duties to meet the needs of the learners		*

PERSONAL QUALITIES	Essential	Desirable
Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge	*	
Willingness to maintain confidentiality on all school matters		*