

Person Specification

Pastoral Support Manager

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| ➤ Good standard of overall education | ✓ | |
| ➤ Must be ICT literate, with an ability to use school ICT equipment for logging, monitoring and communication | ✓ | |
| ➤ Relevant experience of working with students aged 11- 16 | | ✓ |
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| ➤ Understand what is meant by safeguarding and the different way in which children can be harmed Understand and comply with children protection procedures Understand and comply with specific school procedures Regularly keep Child Protection training up to date | ✓ | |
| ➤ Practical commitment to the school's Health and Safety policy | ✓ | |
| ➤ Ability to be flexible in ideas and thoughts, constantly finding new methods of supporting students and colleagues to achieve | ✓ | |
| ➤ Deputise for Head of Year and ensure full student attendance at detentions and Parents' Evenings | ✓ | |
| ➤ Ability to establish respectful and trusting relationships with students, their families / carers and other adults using appropriate communication styles, including meetings about disciplinary incidents | ✓ | |
| ➤ Ability to counsel students, staff and parents on welfare issues relating to students | ✓ | |
| ➤ Ability to prepare summary information for meetings, including exclusions | ✓ | |
| ➤ Act as first line of contact and make initial decisions, as appropriate, on behaviour management and other issues | ✓ | |
| ➤ Working knowledge of the national curriculum and assist the Head of Year with academic monitoring | ✓ | |
| ➤ Ability to assist with fundraising projects for the school's chosen charity and collate funds raised | | ✓ |
| ▢ Manage the behaviour of cohorts of students in different settings, e.g. the classroom, on the playground, in corridors, in assembly, on trips – as large groups or as individuals | ✓ | |
| ▢ Advise staff on how to work with students, providing negotiating and conciliatory skills on behalf of students with staff and parents / carers | ✓ | |
| ▢ An awareness of religious/cultural differences | ✓ | |
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| ☐ Understand and comply with procedures and legislation relating to confidentiality | ✓ | |
| ☐ Use of strategic thinking skills when devising pastoral support plans | ✓ | |

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| ☐ Ability to prioritise and juggle a myriad of tasks and issues – often needing immediate responses and without planning | ✓ | |
| ☐ Keep detailed records in an organised manner | ✓ | |
| ☐ Operate an 'open door' approach for both students and staff | ✓ | |
| ☐ Ability to distinguish between option and fact | ✓ | |
| ☐ Be able to lead team meetings when required | | ✓ |
| ☐ Ability to build open and honest relationships | ✓ | |
| ☐ Understand and promote the value of emotional and physical wellbeing in adults and students | ✓ | |
| ☐ Understand and implement the school's Behaviour for Learning Policy | ✓ | |
| ☐ Develop good body language skills to manage confrontational situations and keep control of a situation | | ✓ |
| ☐ Ability to motivate, encourage, empower and negotiate between students/adults | ✓ | |
| ☐ Ability to write detailed reports, routine letters and referral forms to external agencies | ✓ | |
| PERSONAL QUALITIES | | |
| ☐ Attend outside CPD at least once a year and internal CPD as and when required | ✓ | |
| ☐ Demonstrate commitment to the school's Equal Opportunities Policy | ✓ | |
| ☐ Tactical thinking used day to day with regards to problem solving | ✓ | |
| ☐ Proactive Approach | | ✓ |
| ☐ Work effectively as part of a team | ✓ | |
| ☐ Knowledge of own position within a team environment and the boundaries which apply | | ✓ |