St Michael's CE High School
Person Specification: The Hive Manager

Category	Essential	Desirable	Method of Assessment
Qualifications	• GCSE at grades 9 to 4 (A* to C) including English & Maths. • Is studying for or has achieved a recognised qualification appropriate to the job, at an advanced level such as: A Levels or NVQ Level 3 in Learning Support, Working with Children. • Relevant qualification or demonstrable professional training in pastoral support, youth work, wellbeing, education or a related field. • Evidence of continuing professional development and commitment to safeguarding and inclusion. • Level 1 Safeguarding Trained (as a minimum). • First Aid qualification or willingness to undertake training.	• Level 3 Safeguarding training. • Accredited training in trauma-informed practice, emotional literacy, therapeutic approaches or mental health first aid. • Relevant intervention facilitator qualification.	Application
Experience	• Experience supporting secondary-aged young people, particularly those with social, emotional and mental health (SEMH) needs. • Experience of planning, delivering, reviewing and coordinating targeted 1:1 or small-group interventions. • Experience working collaboratively with pastoral or SEND colleagues and with parents/carers. • Experience maintaining accurate records and monitoring student progress and outcomes. • Experience of liaising with colleagues, external agencies and parents.	• Experience managing a wellbeing or therapeutic provision, including sensory spaces. • Experience of multi-agency work, referrals and liaison with counsellors or external practitioners. • Experience of provision mapping and student support plans.	Application and interview
Knowledge, Skills and Abilities	• Efficient and effective organisational skills. • Ability to build effective working relationships with pupils and adults and work as part of team. • Strong knowledge of child protection and safeguarding procedures, professional boundaries, confidentiality and appropriate escalation. • Expert practical understanding of trauma-informed, relational and attachment-aware approaches. • Ability to triage student needs, recognise safeguarding risk and identify when specialist support is required. • Ability to act as a calm, emotionally available adult, co-regulate distress and support return to learning. • Ability to plan, deliver and evaluate evidence-informed bespoke interventions with clear measurable outcomes. • Ability to coordinate therapeutic spaces, interventions and provision maps efficiently. • Ability to contribute to graduated-response Pastoral Pathways, student support plans and Plan–Do–Review. • Effective communication, ICT, organisational and collaborative working skills.	• Understanding of sensory regulation and the safe operation of sensory spaces. • Familiarity with local support pathways, Early Help, CAMHS and counselling services. • Experience analysing intervention impact to inform provision improvement.	Application, interview, task and references

	• Commitment to St Michael's Christian ethos and inclusive practice.		
Personal Attributes	• A positive attitude towards meeting the needs of all pupils. • High expectations, strong safeguarding commitment and accountability for outcomes. • Ability to work collaboratively with colleagues and students and demonstrate cultural sensitivity and inclusivity. • Emotional availability, discretion and ability to establish positive, trusting relationships. • Empathy, compassion, and the ability to provide pastoral care and guidance to individuals from diverse backgrounds. • Calm, resilient and reflective approach, including during dysregulation and distress. • The personality to engage and enthuse staff, students, parents and external professionals. • Ability to work under pressure whilst maintaining an appropriate work/life balance. • Be reliable, flexible, approachable, and remain resilient under pressure and show a positive and energetic attitude to work. • Be personally committed to the development and welfare of all in our community, whilst maintaining professional boundaries. • A commitment to the safety and safeguarding of students.	• Willingness to develop specialist knowledge and contribute to staff professional learning.	Application, interview and references