

PERSON SPECIFICATION: Pastoral Support Lead

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
KNOWLEDGE & QUALIFICATIONS	• Qualification with behaviour and/or SEND element (e.g. NPSLBA) or other relevant qualification in behavioural support work and/or equivalent experience. • Advanced knowledge of safeguarding within an educational setting. Knowledge of legislation, guidance, and relevant research which inform safeguarding practices, including low level concerns. • An understanding of developments in pedagogy, student support, Information Advice and Guidance and Child Protection protocols. • Knowledge of the academy's legal responsibilities in monitoring attendance. • Knowledge and understanding of current issues relevant to Inclusion and Raising Achievement. • Knowledge and understanding of specific learning difficulties such as SEMH, ADHD, Autism, Dyslexia and Dyspraxia. Has the knowledge and understanding of different provisions to support the learning of vulnerable learners. • Child Protection and/or Advanced Safeguarding trained, or willingness to undertake training. • An understanding of the needs and values of different communities, in particular the different cultures the academy serves. • Knowledge of academy policies, particularly those on Race Equality, Cultural Diversity and Health and Safety. • A MIDAS qualification or willingness to undertake the qualification. • An appropriate First Aid qualification or willingness to undertake training. • Full driving licence and access to vehicle with business insurance.	
SKILLS & EXPERIENCE	• Successful experience in a secondary school or working with young people with SEMH needs. • Experience of planning provision and personalisation to achieve progression in students' learning. • Experience of multi-agency and multi-professional working practices. • Experience of developing and maintaining good relationships with students and wider school community. • Experience of working with parents/carers to implement strategies and interventions to improve a student's school experience. • Experience of liaising with external agencies regarding student's education and support services available such as CAMHS, Social Care, etc. • Experience in using restorative approaches to resolve conflicts. • Experience of monitoring attendance across a group of students and the whole cohort. • Experience of leading meetings. • Experience of involvement in extra-curricular activities. • Experience of E-safety. • Able to give clear and concise direction. • Able to analyse problems, reach considered judgements, resolve issues and delegate effectively. • Able to make effective use of assessment information on students' attainment.	

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	• Excellent communication and inter-personal skills. • Able to manage time effectively, organise and prioritise workloads and work proactively to ensure objectives are fulfilled. • Able and willing to work cooperatively as part of a team within a framework of non-negotiables. • Able to foster and maintain good relationships with senior leaders. • High standard of written and verbal communication skills, evidenced by experiences of dealing with colleagues, clients, and customers. • Able to provide guidance, advice, instruction and support and challenge students and staff. • Able to keep up to date with educational thinking and knowledge. • Able to understand and absorb new information. • Able to file and retrieve information stored alphabetically, by theme or numerically, both in paper and electronic formats. • Able to handle information securely and confidentially.	
PERSONAL ATTRIBUTES	• Respect for the professional expertise of others. • Enthusiastic, perceptive, and fair. • Have the emotional resilience to handle difficult and challenging situations. • Patient, calm and works well under pressure. • A keen interest in working with children and young people and a commitment to improving the life chances of students. • Commitment to continuous improvement through professional development, self-evaluation, and awareness. • Commitment to and able to work in a way that promotes and respects equal opportunities and diversity. • Commitment to and able to work in a way that promotes the safety and well-being of children and young people.	