



## Person Specification – Pastoral Lead

### Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

#### Essential

1	Minimum of 5 GCSEs Grade C or above or equivalent (Must include English & Maths)
2	Specialist skills, training or experience in behaviour management and SEN
3	Well established de-escalation strategies
4	Recent experience of working with young people with social, emotional & mental health difficulties aged 7 – 16+ years
5	Ability to communicate and operate at a high level of understanding and competence
6	Able to provide effective management and administrative support
7	Able to support the school improvement plan
8	Able to support staff development and supervision
9	Well-developed emotional intelligence skills
10	Knowledge of safeguarding children-systems and procedures
11	Ability to identify potential barriers to learning and to devise strategies to enable pupils to overcome these barriers
12	To contribute to the provision of an effective environment for learning

#### Desirable

13	A recognised qualification e.g. Certificate in Social Work (DipSW)
14	Evidence of recognised positive handling training (BILD)
15	Qualification in Counselling
16	Appropriate first aid training.



## Part B: Assessment Stage

Items 1, 2, 3 and 4 of the application stage criteria and the criteria below will be further explored at the assessment stage:

### Essential

1	Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including: <ul style="list-style-type: none"> <li>▪ ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>▪ motivation to work with children and young people</li> <li>▪ emotional resilience in working with challenging behaviours</li> <li>▪ support the promotion of positive relationships with parents and outside agencies</li> </ul>
2	Proven work in a Pastoral setting
3	Working knowledge of school policies on Child Protection, Health and Safety, Behaviour and other integrated working processes.
4	Understanding of classroom roles and responsibilities.
5	Good ICT skills and the ability to use them effectively
6	Able to relate well to children and adults and in particular able to establish positive relationships with pupils, professional & parent/carers.
7	Able to respond positively and effectively to unexpected problems and situations.
8	Able to work constructively as part of a team and with a flexible approach to work.
9	Good sense of humour
10	The ability to lead and develop a team of staff



**Desirable**

11	Willingness to contribute to extended activities
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The following methods of assessment will be used:

Method		Method	
Interview	Yes	Presentation	No
Lesson Observation	No	Structured discussion with pupils	No
Other (specify)	Yes/No	Other (specify)	Yes/No

**Part C: Additional Requirements**

The following criteria must be judged as satisfactory when pre-employment checks are completed:

1	Enhanced Certificate of Disclosure from the Disclosure and Barring Service
2	Additional criminal record checks if applicant has lived outside the UK
3	List 99 and/or POCA List (residential establishments only) check
4	Medical clearance
5	Two references from current and previous employers (or education establishment if applicant not in employment)



## Guidance Notes

### General

- The person specification lists the essential criteria and any desirable criteria, if appropriate, that are needed to carry out the job. The criteria should include any qualifications, experience or skills that are essential to do the job, as well as criteria which would be beneficial (desirable) but would not stop a person from being short-listed (desirable criteria can usually be acquired once the person has commenced work).
- Criteria should be described in terms of what an applicant needs to demonstrate and how this may be evidenced. This ensures that we do not put unnecessary barriers in the way of applicants from diverse backgrounds and age ranges.
- Criteria must not be discriminatory and appointments panels need to be careful not to put too much emphasis on formal qualifications or lengths of experience that they can't justify, as other evidence of ability may be just as relevant. If you can't justify the inclusion of a criterion, don't use it:
  - Be particularly careful when applying general qualifications as this will be difficult to justify e.g. 5 GCSE's, degree level.
  - Describe experience in terms of quality, level and type rather than the length. For example, asking for 5 years experience could be age discriminatory if you can't justify why it is essential.
  - Do not use age as a condition or indicator of experience or maturity.
  - Avoid unjustifiable physical requirements that could exclude people with a disability.

### Part A: Application Stage

- Part A of the person specification should focus on criteria that can be assessed at the application stage. For example, it is easier to assess if an applicant has a relevant qualification rather than their verbal communication skills which would be assessed at the interview stage.

### Part B: Assessment Stage

- Part B of the person specification should focus on those criteria that will be further considered at the assessment stage and should identify the assessment methods that will be used. It may include additional work-related criteria that will be need to be discussed or checked at interview: for example, requirement for a particular working pattern, driving licence.

### Part C: Additional Requirements

- Part C of the person specification should identify those criteria that will be assessed when pre-employment checks are taken up.