

Person Specification

Pastoral Support Officer

| Qualifications & Experience | Essential | Desirable | MOA* |
|---|-----------|-----------|-------|
| <ul style="list-style-type: none"> Good literacy and numeracy skills | ✓ | | A/I/R |
| <ul style="list-style-type: none"> Previous experience of working in a secondary school and with young people | | ✓ | A/Q/T |
| <ul style="list-style-type: none"> Full working knowledge of ICT to support learning | ✓ | | A/Q/T |
| Skills and Knowledge | Essential | Desirable | MOA* |
| <ul style="list-style-type: none"> Ability to exchange verbal information clearly and sensitively with children and adults | ✓ | | R/I |
| <ul style="list-style-type: none"> Seek support to overcome communication barriers with children and adults | ✓ | | R/I |
| <ul style="list-style-type: none"> Ability to consult with colleagues | ✓ | | R/I |
| <ul style="list-style-type: none"> Ability to use initiative and work without direct supervision, taking responsibility for tasks | ✓ | | R/I |
| <ul style="list-style-type: none"> Understand and implement the school's behaviour for learning policy | ✓ | | I |
| <ul style="list-style-type: none"> Ability to apply a range of behaviour management policies and strategies which contribute to a purposeful learning environment | ✓ | | I |
| <ul style="list-style-type: none"> Successful completion of training to support SEN if appropriate | | ✓ | A/R/I |
| <ul style="list-style-type: none"> Excellent working knowledge and experience of implementing national curriculum and other relevant learning programmes Good working knowledge of MFL curriculum area(s) if appropriate Good understanding of statutory frameworks relating to teaching | | ✓ | A/I |
| <ul style="list-style-type: none"> Excellent understanding of child development and learning processes Ability to assess and record progress and performance and recommend appropriate strategies to support development Motivate, inspire and have high expectations of pupils | | ✓ | A/I/R |
| <ul style="list-style-type: none"> Experience of supporting students with their social, emotional and mental health | | ✓ | A/I/R |
| <ul style="list-style-type: none"> Good organisational skills | ✓ | | A/I |
| Personal | Essential | Desirable | MOA* |
| <ul style="list-style-type: none"> Commitment to the safeguarding of children and following relevant policies | ✓ | | A/R/I |

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|---|---|---|-------|
| <ul style="list-style-type: none"> • A team player who is willing to go beyond their own responsibilities to help others at busy times | ✓ | | A/R/I |
| <ul style="list-style-type: none"> • Awareness of and commitment to equality | ✓ | | A/R/I |
| <ul style="list-style-type: none"> • High expectations of self and others | ✓ | | A/R/I |
| <ul style="list-style-type: none"> • Ability to prioritise time effectively and work to deadlines | ✓ | | A/R/I |
| <ul style="list-style-type: none"> • Able to work well individually and within a team | ✓ | | A/R/I |
| <ul style="list-style-type: none"> • Self-motivated and able to work on initiative | ✓ | | A/R/I |
| <ul style="list-style-type: none"> • Approachable and flexible | ✓ | | A/R/I |
| <ul style="list-style-type: none"> • Work effectively as part of a team and contribute to group thinking, planning etc | ✓ | | A/R/I |
| <ul style="list-style-type: none"> • Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults | | ✓ | A/R/I |
| <ul style="list-style-type: none"> • Good understanding of Health & Safety | ✓ | | A/R/I |
| <ul style="list-style-type: none"> • Understand procedures and legislation relating to confidentiality | ✓ | | A/R/I |
| <ul style="list-style-type: none"> • Demonstrate a clear commitment to develop and learn in the role • Constantly improve own practice/knowledge through self-evaluation and learning from others | | ✓ | A/R/I |

Method of Assessment (MOA) Key:

A=Application; I=Interview; R=Reference Q=Qualifications T=Task

GREATER THAN THE SUM OF ITS PARTS