



Person Specification – Pastoral Support Worker

Grade 7 (pts 21-25) £32,115- £35,235 pa pro rata

	Essential	F Desirable
A QUALIFICATIONS	<ol style="list-style-type: none"> 1. Qualifications relevant to the post, e.g. qualifications as in education (teacher or teaching assistant), childcare, social work, social care, counselling and youth work. 2. GCSE in English and Maths (Grade C+). 3. Safeguarding training. 	<ol style="list-style-type: none"> 1. DSL Training. 2. Degree in relevant subject. 3. Training in Nurture, Thrive or other SEMH strategies.
B EXPERIENCE	<ol style="list-style-type: none"> 1. Have a good working knowledge and understanding of safeguarding and the child protection process. 2. Leading on child protection incidents and referrals, with relevant updates, reviews and seeking advice from the Designated Safeguarding Lead. 3. Successfully referring, engaging and sign-posting with multi-agency approaches. 4. Attending child protection meetings and working with pupils, families and other agencies for the greater good of the child. 5. Have proven recognition of positive, professional relationships with all stakeholders, in particular pupils, parents and teaching staff. 6. Hold the Child Protection cases and work with these children, as well as other identified vulnerable pupils effectively, through direct work, groups and parental support, to achieve the best outcomes. 7. Preventative work when barriers or triggers have been identified and impactful intervention work. 8. Experience in working with a range of individuals with a variety of needs, especially SEND and vulnerable pupils. 9. Team worker but can also use own initiative, when needed. 10. Experience of sourcing, and/or delivering, Early Help for families with positive outcomes, improving academic results of the child. 	<ol style="list-style-type: none"> 4. Experience of accessing and using funding to support families effectively. 5. Experience of writing early help assessments, for example My Profile, Plan+. 6. Working knowledge of school attendance processes and strategic development of improving pupils' attendance.
C KNOWLEDGE, SKILLS AND ABILITIES	<ol style="list-style-type: none"> 1. Have a sound knowledge and understanding of the local area and the school context. 2. Know the Graduated Pathway policies and practise and where to find information to support successful signposting. 3. Able to communicate effectively and accurately both verbally and in writing, providing written reports to school and multi agencies, where needed. 4. Write clear, concise and factual chronologies on CPOMS and other school systems, with an awareness of GDPR. 5. Follow school policies and guidance. 6. Ability to provide early help and safeguarding advice and support around needs and appropriate responses. 7. Be able to deliver a range of interventions, to individuals or groups, designed to measure and improve the well-being of children and learning outcomes. 8. Effective time management skills, organisation and prioritising workload. 9. Ability to support best practice in managing behaviour, attitudes to learning, attendance and punctuality, with the ultimate outcome of learning and pupil progress. 10. Ability to be flexible, adaptable, positive, dedicated and trustworthy. 11. Sensitive to the need for confidentiality. 12. Have enthusiasm, empathy, warmth and sense of humour. 13. Enjoy working in a busy working environment with a child-centred focus. 14. Able to demonstrate impact of pupil and family support. 15. Able to manage and prioritise own caseload effectively. 16. Able to understand and manage risk within the school setting. 	<ol style="list-style-type: none"> 7. Have a knowledge of adult education services and be able to support the provision of these for parents.
D TRAINING	<ol style="list-style-type: none"> 1. Willing to undergo relevant training, including advanced multi agency safeguarding. 2. Be self- driven in CPD and improving own learning, as well as the learning of others. 3. Able to support, advice, train, coach staff in school, as a source of expertise. 	<ol style="list-style-type: none"> 8. Information sharing and consent training. 9. Therapeutic interventions for children and parents.
E OTHER	<ol style="list-style-type: none"> 1. Encourage a "child-centred" culture, always listening to the child and representing their voice. 2. Share and promote the school vision "Aspire, Believe, Care and Achieve" at all times. 3. Willing and able to build strong community links. 4. Awareness and commitment to equal opportunities. 5. Commitment to abide by and promote the policies and practises of the school. 6. Enhanced DBS clearance. 	