



LEARNING AND PASTORAL SUPPORT OFFICER : PERSON SPECIFICATION

This specification is intended to assist both candidates and governors in the appointment process. It highlights the particular qualities and expectations for subject leaders in this core subject. Applicants should be able to demonstrate a good knowledge of the following areas relevant to the school and of their implications to our school.

Professional Knowledge, Qualifications and Abilities

Training and Qualifications :	Essential	Desirable	Source A-Application I- Interview R- Reference
Nationally recognised qualifications: minimum of 5 A* – C grades include English and Maths or relevant Level 3 (NVQ) qualification	√		A I
Experience of further relevant professional development.		√	A I
Experience :	Essential	Desirable	Source
Successful student support and guidance work.	√		A R
Successful and effective delivery on improving student behaviour and attendance.	√		A R
Supporting students' educational attainment.	√		A I R
Partnership working.	√		A I R
Knowledge / Abilities :	Essential	Desirable	Source
The ability to work effectively and sensitively with a range of groups and individuals, whilst pursuing agreed aims.	√		A I R
An ability to communicate effectively with a wide range of people and groups.	√		A I R
Good degree of skill in communications, verbal and written.	√		A I R
The ability to instil and facilitate a culture of calm, ordered and reasoned purpose.	√		A I R
Ability to set clearly-articulated goals to track progress of students and adapt strategies to achieve them.	√		A R
The ability to use ICT for personal and professional use.	√		A I R
Actively promote the vision and beliefs of the school.	√		A R

Applicants should be able to provide evidence that they have the necessary personal skills and abilities required by the post.

Personal Qualities and Skills	Essential	Desirable	Source
Demonstrate a belief in the role of the school in developing citizens for the future.	√		A I R
A strong belief in education which values and encourages learning for life.	√		A I R
Strong personal credibility based on high levels of probity and the ability to form effective and mutually respectful inter-personal relationships with a variety of stakeholders.	√		A I R
An understanding of and sensitivity towards issues faced by vulnerable young people and their families	√		A I R
A professional approach, particularly with regard to issues of confidentiality	√		I R
Excellent literacy, numeracy and ICT skills.	√		A I R
Proven organisational skills.	√		A I R

Ability to work pro-actively on own initiative and as part of a team.	√		A I R
Good analytical and judgemental skills with the ability to adapt and meet others needs.	√		A I R
Ability to manage time effectively.	√		A I R
Ability to promote a positive school ethos.	√		A I R
Ability to remain calm when faced with stressful/difficult situations.	√		A I R
A commitment to equality and inclusion and the overcoming of barriers to education.	√		A I R
A commitment to promoting the welfare of children and young people in line with the school's Safeguarding Policy.	√		A I R
To deal effectively with parents and students in the context of complex and contentious issues on behalf of the school.	√		A I R
Be willing to work flexibly to meet the demands of the post.	√		A I R
Professional Skills/Abilities:			
Professional appearance, conduct and attitude.	√		A I R
To be an exemplary leader in dealings with staff, parents, pupils and outside agencies.	√		A I R
A committed life-long learner, willing to undertake further training.	√		A I R
Empathy with young people.	√		A I R
Firm, but approachable manner. Ability to command respect and deal with pupils authoritatively.	√		A I R
Ability to deal with pupils in a fair and consistent way.	√		A I R
The ability to deal calmly with emotionally demanding young people and parents who may exhibit anger, distress or frustration.	√		A I R

<u>Strengthening the Community</u>	Essential	Desirable	
Support and seek to develop the distinctive ethos of the school.	√		I R
Collaborate and network with other schools.	√		A I R
Recognise and take account of the richness and diversity of the school's communities.	√		1
Build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all students.	√		A I R

Other Requirements

	Essential	Desirable	Source A-Application I- Interview R- Reference
Application forms should be completed in full.	√		
Personal Statement should be clear and concise.	√		
Personal Statement should address the criteria identified in the Person Specification.	√		
Professional appearance and demeanour. Excellent role model.	√		
Working outside of school hours will be required.	√		
Valid driving licence with use of own vehicle for business purposes (reasonable adjustments will be considered for disabled applicants).	√		

Confidential References and Reports

	Essential	Desirable	Source A-Application I- Interview R- Reference
Written reference(s) only will be considered.	√		
References will confirm professional and personal knowledge, skills and abilities as referred to above.	√		
Positive recommendation from current employer.	√		
Excellent health, attendance and punctuality record.	√		

Wigan Council and the School Governing Body are committed to safeguarding and promoting the welfare of children.



This post is subject to Enhanced Disclosure procedures.