

## SEND Manager and Pastoral Worker Person Specification.

Evidence key: Written Application (W), Documentary evidence (D), Interview/assessment (I) Note: Where the requirements are 'Essential' and marked as evidenced by your written application (W)		
Attributes	Essential	Desirable
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Evidence of sound level of general education, including GCSE English and Maths (A*-C) or equivalent (Level 2 Basic Skills Literacy/Numeracy).(D)</li> <li>• ICT skills sufficient to perform the role with regard to use of software (W), packages related to presentation of information to staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>• A level qualification in relevant subjects or equivalent ability/experience. (D)</li> <li>• A relevant higher education qualification</li> <li>• Relevant professional qualification or other accreditation. (D)</li> </ul>
<b>Experience and Skills</b>	<ul style="list-style-type: none"> <li>• Ability to deal sensitivity with vulnerable students and their families.</li> <li>• Sound understanding of confidentiality issues. (I)</li> <li>• Experience of working effectively with children and young people in a learning environment. (I)</li> <li>• Awareness of child protection issues</li> <li>• Reliable with regard to all aspects working practice. (I)</li> <li>• Excellent time and task management skills.</li> <li>• Ability to remain patient and calm in challenging situations. (I)</li> <li>• Ability to work effectively within a team environment, understanding roles and responsibilities. (I)</li> <li>• Ability to build effective working relationships with all learners and colleagues and to perform and</li> <li>• Confident and able to use own initiative. (I)</li> <li>• Experience of working to support young people's learning. (W)</li> <li>• Positive problem solving attitude. (I)</li> <li>• Maintain appropriate professional relationships and boundaries with colleagues and students.</li> <li>• Ability to promote a positive ethos and role model positive attributes. (I)</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching experience</li> <li>• Experience of working to support young people's learning and SEN needs (W)</li> <li>• Willing and able to keep up-to-date with legislation/guidelines/new/best techniques as they change or study for/obtain/train for further skills and qualifications needed for the role. (I)</li> <li>• Experience and knowledge of interagency work.</li> </ul>

	<ul style="list-style-type: none"> <li>• Willingness to participate in relevant training and development opportunities. (I)</li> <li>• Professionally discreet and able to respect confidentiality. (I)</li> <li>• Firm, sensitive and effective approach towards student discipline. (I)</li> </ul>	
<b>Other Conditions</b>	<ul style="list-style-type: none"> <li>• Able to fulfil all aspects of the job description. (I)</li> <li>• Set a good example of professional standards and abide by our Code of Conduct. (I)</li> <li>• Must satisfy relevant pre-employment checks. (D)</li> <li>• This post will involve contact with vulnerable groups (children, young people and/or adults) and is therefore exempt from the Rehabilitation of Offenders Act 1974 and subject to an Enhanced DBS check. (D)</li> </ul>	
<b>Equal Opportunities and Safeguarding</b>	<ul style="list-style-type: none"> <li>• Commitment to equal opportunities. (I)</li> <li>• Commitment to safeguarding students with full adherence to child protection and safeguarding policy and staff codes of conduct. (I)</li> <li>• Must be able to recognise discrimination in its many forms and be willing to put equality policies into practice. (I)</li> </ul>	