



ST GEORGE'S CATHOLIC SCHOOL

Pastoral Lead - Person Specification

Criteria	Essential	Desirable
Professional qualifications	<ul style="list-style-type: none"> Educated to at least NVQ Level 3 with competency in literacy and numeracy. 	<ul style="list-style-type: none"> NVQ Level 3 qualification in Children and Education or equivalent. Current level 2 safeguarding training. Trained in delivering interventions to primary age children, e.g. Lego therapy. Trained in delivering parent workshops, e.g. TINK.
Professional experience	<ul style="list-style-type: none"> Experience of working with families and children in challenging circumstances. Experience of working in or with schools. Experience of providing various types of family support, both at home and school. Experience of multi-agency working. Experience of developing positive working relationships. Experience of completing EHA's using the relevant supporting documents, e.g. effective support for children and families in Somerset. Experience of working with primary age children, delivering interventions to support additional needs, including SEMH needs. Experience of running parent events, e.g. coffee mornings. 	<ul style="list-style-type: none"> Experience of planning, monitoring and evaluating services, reflecting on what has been successful and what needs to change. Experience of CAF process. Knowledge of the local community and local schools. Experience of counselling. Experience of working with EAL children and families. Experience of engaging hard to reach families.
Professional knowledge	<ul style="list-style-type: none"> Knowledge of child growth and development, particularly for children of school age. Knowledge of strategies to support parents with parenting difficulties they may be experiencing. Secure understanding of safeguarding documents and policies, e.g. KCSIE Knowledge of Pupil Premium and the effective monitoring of pupils who are eligible. Knowledge of the services available in the local area and the ability to signpost families to this support. 	<ul style="list-style-type: none"> Knowledge of special education needs. Knowledge of school legislation and practice with regard to behaviour and attendance. Knowledge of mental health needs and strategies to support. Understanding of the benefit system and the support available to families. Trauma based understanding of behaviour and available interventions, e.g. Thrive.
Catholicity	<ul style="list-style-type: none"> Supportive of the Catholic ethos of the school. 	<ul style="list-style-type: none"> Practicing Catholic
Skills and abilities	<ul style="list-style-type: none"> Holding challenging conversations in a non-judgmental way, focusing on the best outcome for children and families. Ability to identify barriers to family engagement with education. Ability to put professional boundaries in place. Ability to work independently taking responsibility for decisions within agreed 	

	<p>good practice boundaries (including information sharing)</p> <ul style="list-style-type: none"> • Ability to analyse results and impact of interventions. • Self-motivated and able to work flexibly, responding to changing demands, managing time effectively. • Genuinely care for the well-being of children, parents and families. • Proactive listening, communication and observation skills with groups and individuals in diverse contexts. • Strong organisational abilities and accurate record keeping skills. • Excellent time management and able to prioritise and ever-changing workload effectively. • A commitment to involving and empowering parents to support their children's education. • A willingness to attend school events, including parents evening and new parent meetings. • A willingness to carry out home visits. • Excellent verbal and written communication skills. • Desire to continually develop knowledge and skills base. • Excellent ICT skills and the ability to keep accurate and succinct meeting notes. • Good sense of humour and ability to professionally emotionally detach from difficult situations. 	
<p>Other</p>	<ul style="list-style-type: none"> • Full clean driving license and own transport. • Willingness and availability to work flexibly over the week and during the school holidays. 	