



Pastoral Team Support Mentor Person Specification

Please ensure you address these within your application form

Physical

- Smart appearance with the ability to communicate with staff, pupils, parents and outside agencies with a polite, professional manner and to work under pressure.
- You will be flexible and have excellent communication and organisational skills.
- Knowledge of pupils with a range of Special Educational Needs (SEN) including Autistic Spectrum Disorder (ASD)

Qualifications

- Good standard of education to include English and Maths at GCSE (or equivalent) at Grade C or better.
- Good experience of IT skills.

Specialist Knowledge

- Demonstrable knowledge of the principles involved in giving advice and guidance to children/young people, so that they are able to build skills to self-regulate and be ready for life and learning.
- An understanding of child development, positive mental health and autism
- Ability to demonstrate or willingness to develop specialist knowledge relating to inclusion, personalised learning, positive and nurturing support approaches, de-escalation and positive physical intervention.
- A clear understanding of safeguarding procedures.
- Ability to model and train staff in a range of different interventions and approaches to support and nurture inclusivity and behaviour for learning.
- Some knowledge of the range of additional support/agencies which can be of assistance to vulnerable pupils and families.
- Knowledge of Schools Information Systems to record achievements and incidents or the willingness to learn.

Skills

- Interpersonal skills to collaborate and communicate with a range of audiences; pupils, parents, staff
- Ability to maintain student records and write other short reports as required.
- Ability to work on one's own initiative, balance competing priorities and organise a work schedule.
- Ability to motivate children/young people by establishing empathic and supportive working relationships.
- Ability to work as part of a team to reach agreed targets and outcomes for children/young people.
- IT competent to carry out the demands of the role
- Ability to summarise clearly and concisely and articulate concepts and proposals.
- Ability to produce reports.

Experience

- Experience of successful working with pupils with SEN including autistic pupils working below age-related expectations.
- Experience of working with young people from Early Years through to Post16.
- Demonstrable experience of working effectively with vulnerable children/young people in either education, social work, youth work or another related area of work.
- Experience of working effectively with the parents/carers of children/young people or willingness to learn.
- Some experience of working effectively with a range of professionals to promote children's/young people's learning or welfare or willingness to learn.
- Experience of working in a multi-agency environment.
- Experience of actively applying and following safeguarding procedure.
- Experience of leading group/individual interventions in a range of special/mainstream classes.

Competencies

- Rigorous approach to the reporting of safeguarding and behavioural concerns.
- Ability to liaise effectively with colleagues, parents/carers other professionals.

- Ability to adapt readily to change and work across a variety of situations.
- Ability to inspire confidence in pupils, parents, colleagues and external agencies.
- Ability to use initiative and work independently.
- Ability to offer support on positive behaviour strategies.
- Ability to work under pressure, prioritise tasks and meet deadlines.
- Ability to use ICT as a management and communication tool.

Other requirements

- Willing to contribute to the wider school initiatives, aligned to school and Trust development plans, eg. EDI, Student leadership, enrichment (clubs).
- Ability to work flexibly and after school hours and early morning, as necessary.
- Self-motivated and able to prioritise a demanding workload.
- To be professionally assertive and clear thinking, able to negotiate.
- To be able to operate as part of a team.
- To be organised and structured to support pupils' learning.
- To be approachable, flexible, friendly and calm.
- To adopt a positive, enthusiastic and empathic approach.
- Willingness for improving knowledge and practice in the field of SEN and Autism.
- Contribute to whole school aims, policies and practices.
- Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary.
- Ability to listen to parents/carers and pupils and understand their needs.
- Ability to adapt your language and communication skills to suit the audience.