



**HALL GREEN SCHOOL  
PERSON SPECIFICATION  
POST: PASTORAL MANAGER**

**Salary Range/Grade:** Grade 4, Point 23-27  
**Responsible to:** Associate Senior leader (Senior Head of House)

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E): without which candidate would be rejected  
 Desirable (D): useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

Attributes	Essential	How Measured A – Application I – Interview Q – Qualification R – Reference	Desirable	How Measured A – Application I – Interview Q – Qualification R – Reference
Qualifications	<ul style="list-style-type: none"> <li>Level 3 Qualifications, with GCSE (or equivalent) English and Maths to at least C grade standard</li> </ul>	A	<ul style="list-style-type: none"> <li>Evidence of further professional development or other qualifications i.e. degree level</li> </ul>	A
Professional Experience Skills	<ul style="list-style-type: none"> <li>Recent, relevant experience of successfully managing the behaviour of pupils in a school environment</li> <li>Be able to implement de-escalation strategies, display emotional intelligence, show a willingness to listen, operate as a counsellor and act as a role model</li> <li>Ability to form and maintain appropriate relationships and personal boundaries with students</li> <li>Effective administration and organisational skills</li> <li>Good all round ICT skills</li> </ul>	<p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, R</p>	<ul style="list-style-type: none"> <li>Experience of anti-bullying strategies and interventions.</li> <li>Experience of running pupil support units</li> </ul>	<p>A, I, Q</p> <p>A, I</p>

Attributes	Essential	How Measured A – Application I – Interview Q – Qualification R – Reference	Desirable	How Measured A – Application I – Interview Q – Qualification R – Reference
Professional Experience Skills continued	<ul style="list-style-type: none"> <li>• Ability to prioritise, work under pressure and meet deadlines</li> <li>• Ability to respond independently to unanticipated problems and situations</li> <li>• Ability to produce, analyse and interpret complex information, for example behaviour trends over time</li> <li>• Ability to handle and process manual or computerised information with care, accuracy, confidentiality and security</li> </ul>	<p>A, R</p> <p>A, I</p> <p>A, I</p> <p>A, I</p>		
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Good working knowledge of behaviour modification approaches and their application in a school setting</li> <li>• Knowledge and understanding of safeguarding</li> </ul>	<p>A, I, R</p> <p>A, I, R</p>	<ul style="list-style-type: none"> <li>• Trained as Designated Safeguarding Lead</li> </ul>	<p>Q</p>
Personal Attributes	<ul style="list-style-type: none"> <li>• Value all children and be committed to the development of the whole child</li> <li>• Relate well to students, staff and parents and care about their individual needs</li> <li>• Able to adapt to changing circumstances and new ideas in a positive and creative manner</li> <li>• Has high expectations of self and others</li> <li>• Energy and enthusiasm</li> <li>• Integrity and loyalty</li> <li>• A good sense of humour</li> <li>• Resilience, determination and passion to succeed</li> </ul>	<p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p>		

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Personal Attributes continued	<ul style="list-style-type: none"> <li>• Possess strong interpersonal skills and be able to work effectively as part of a team</li> </ul>	A, I, R		
Equal Opportunities	<ul style="list-style-type: none"> <li>• Knowledge of and commitment to equal opportunities issues as they relate to education and schools</li> </ul>	A, I, R		
Safeguarding	<ul style="list-style-type: none"> <li>• The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment</li> </ul>	A, I, R	Specific safeguarding training on restraint/positive handling	A, I

We will consider any reasonable adjustments under the terms of the Equality Act 2010 to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Hall Green School is committed to safeguarding and promoting the welfare of its pupils and expects all those working at the School to share this commitment. Successful applicants will be required to undergo pre-appointment checks appropriate to the post, including checks with past employers and Enhanced Disclosure and Barring Checks.