



## HARRYTOWN CATHOLIC HIGH SCHOOL PASTORAL MANAGER - PERSON SPECIFICATION

	Essential	Desirable
<b>Qualifications/ Training</b>	<ul style="list-style-type: none"> <li>• Appropriate Qualifications at Level 3</li> <li>• Level 2 qualifications in English &amp; Maths</li> <li>• Evidence of recent and relevant accredited CP</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate Degree</li> <li>• Additional qualifications related to education</li> <li>• Level 3 Safeguarding trained</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Recent experience of working with young people and families in a pastoral context and in a similar role in a school or educational context</li> <li>• Experience of an educational context</li> <li>• A good understanding of the systems and processes operated by the LA</li> </ul>	<ul style="list-style-type: none"> <li>• Recent experience of working with young people and families in a Catholic School</li> <li>• Experience of supporting vulnerable children and families</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Good communication and presentation skills, in person, written, and on the telephone</li> <li>• Ability to develop positive relationships with students, parents, and colleagues</li> <li>• Evidence of a resilient and robust approach to your duties.</li> <li>• Excellent organisational skills</li> <li>• Ability to use IT as a management tool</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to inspire and motivate students</li> <li>• Proven record of dealing effectively with behaviour management issues</li> </ul>
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• Understanding of current developments in monitoring pupil progress</li> <li>• Understanding and knowledge of Pastoral Support Programmes and intervention strategies</li> <li>• Awareness of safeguarding processes</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of strategies for raising pupil attainment</li> <li>• Knowledge of self-review procedures</li> <li>• Knowledge of the TAS and EHA process</li> </ul>



*'I have come that they have life and have it to the full' John 10:10*



<b>Additional qualities</b>	<ul style="list-style-type: none"> <li>• A record of excellent attendance at work</li> <li>• Commitment to supporting the Catholic ethos of the school</li> <li>• Commitment to the success, safeguarding and wellbeing of all students</li> </ul>	<ul style="list-style-type: none"> <li>• Play an active part in the wider school community</li> <li>• A practising Catholic with a supportive faith reference</li> </ul>
<b>Generic Competencies (please see further guidelines below)</b>	<ul style="list-style-type: none"> <li>• Communicating effectively</li> <li>• Being pupil and family focused</li> <li>• Effective team working</li> <li>• Personal organisation and effectiveness</li> <li>• Personal development</li> <li>• Making the most of IT systems and services</li> </ul>	

The main purpose of the competencies is to define the standards of behaviour and conduct required by the organisation. All employees are expected to perform satisfactorily to the generic employee competencies which are reviewed as part of the school performance/appraisal and development review scheme for all employees.

<b>Competency</b>	<b>Definition</b>
<b>Communicating Effectively</b>	<ul style="list-style-type: none"> <li>• Communicate effectively face to face, by telephone or written word with a diverse range of people</li> <li>• Make effective use of new technology in communications contribution</li> </ul>
<b>Being 'customer' focused</b>	<ul style="list-style-type: none"> <li>• Provides excellent 'customer' service</li> <li>• Develops and maintains positive working relationships with customers</li> <li>• Contributes to the continual improvement of services</li> </ul>
<b>Effective Team Working</b>	<ul style="list-style-type: none"> <li>• Develops and maintains positive working relationships with other team members</li> <li>• Develops positive working relationships with other teams both within and outside the organisation (e.g. "colleagues" in the voluntary sector or health service)</li> <li>• Contributes to the achievement of team goals</li> </ul>
<b>Personal Organisation and Effectiveness</b>	<ul style="list-style-type: none"> <li>• Achieves personal objectives on time and to the agreed standard whilst having consideration for the effect on others</li> </ul>
<b>Personal Development</b>	<ul style="list-style-type: none"> <li>• Take responsibility for the development and learning of self and others</li> </ul>
<b>Making the most of Information &amp; Communications Technology</b>	<ul style="list-style-type: none"> <li>• Can operate all technology necessary for the job role</li> </ul>

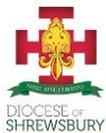
The Bishops' Memorandum sets out the Catholic Bishops' Conference of England and Wales' expectations about the appointment of staff in Catholic schools. The preservation and development of the quality and distinctive nature of Catholic schools depends on the faith, practice and commitment of the teachers in the schools, working with their Governing Body.



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The Catholic Church understands the vocation of a teacher and other adults who work in schools as a form of ministry within the Church. All adults who work in Catholic schools are employed to participate in the Church's teaching office, exercising this ministry in accordance with the Church's teachings. This requires all adults who work in Catholic schools to be witnesses in word and deed to the Divine Teacher, Jesus Christ. To find adults to work in Catholic schools who combine personal conviction and practice of the faith with the required professional qualifications and experience, especially in specialist subjects, is always a high priority. The recognition of the role that Catholic teachers and staff play stands alongside the value we place on teachers and staff of other Christian denominations, other Faiths and other teachers who contribute to and support the Catholic ethos in our schools. We recognise the great contribution they make in helping to ensure that our pupils are equipped to communicate with and participate in contemporary society.



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