



PERSON SPECIFICATION

Pastoral Support Assistant

A Person Specification defines the required qualifications, knowledge, skills and qualities of the staff sought by the Minster School Governors in the recruitment and selection process.

All members of staff employed by the Minster School support and promote the school’s aims:

1. To create an atmosphere of caring and purpose derived from commitment to moral and religious principles
2. To engender a lifelong love of learning
3. To encourage each child to strive for his or her best in intellectual, physical and spiritual growth
4. To help each child to develop relationships with others which are founded on mutual respect and the pursuit of lasting happiness
5. To encourage and develop leadership and active citizenship within the school and wider community which fosters a sense of dignity, vocation and purpose for every individual
6. To develop and maintain excellence in teaching and learning

In particular, all staff employed by the Minster School commit to support, uphold, promote and embody the school’s ethos:

‘Succeeding Together’

Enabling all members of our school community to work together, care for each other and strive to realise their potential in their studies and all other aspects of life.

- ◆ Wisdom
- ◆ Optimism
- ◆ Resilience
- ◆ Kindness
- ◆ Service

ATTRIBUTES		REQUIREMENTS	
		<i>Essential</i>	<i>Desirable</i>
Qualifications and Training	<ul style="list-style-type: none"> • Evidence of sound level of general education, including GCSE English and Maths (A*-C) or equivalent (Level 2 Basic Skills Literacy/Numeracy).(W) • ICT skills sufficient to perform the role with regard to use of SIMs, software packages related to presentation of information to staff and students. (W/D/I) 		<ul style="list-style-type: none"> • A level qualification in relevant subjects or equivalent ability/ experience. (W) • A relevant higher education qualification (W) • Relevant professional qualification or other accreditation. (W)

Experience and Skills	<ul style="list-style-type: none"> • Ability to deal sensitivity with vulnerable students and their families. (W, I) • Sound understanding of confidentiality issues. (I) • Experience of working effectively with children and young people in a learning environment. (W, I) • Awareness of child protection issues. (I) • Reliable with regard to all aspects working practice. (I) • Ability to remain patient and calm in challenging situations. (I) • Ability to work effectively within a team environment, understanding roles and responsibilities. (I) • Ability to build effective working relationships with all learners and colleagues and to perform and maintain appropriate professional relationships and boundaries with colleagues and students. (W, I) • Ability to promote a positive ethos and role model positive attributes. (I) • Willingness to participate in relevant training and development opportunities. (I) • Professionally discreet and able to respect confidentiality. (I) • Firm, sensitive and effective approach towards student discipline. (I) 	<ul style="list-style-type: none"> • Confident and able to use own initiative. (I) • 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) • Experience of working to support young people's learning. (W) • Positive problem solving attitude. (I)
Other Conditions	<ul style="list-style-type: none"> • Able to fulfil all aspects of the job description. (I) • Set a good example of professional standards and abide by our Code of Conduct. (I) • Must satisfy relevant pre-employment checks. (D) • 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) 	
Equal Opportunities and Safeguarding	<ul style="list-style-type: none"> • Commitment to equal opportunities. (I) • Commitment to safeguarding students with full adherence to child protection and safeguarding policy and staff codes of conduct. (I) • Must be able to recognise discrimination in its many forms and be willing to put equality policies into practice. (I) 	

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) – if your written application does not state how you meet this essential criteria, you will not be shortlisted.