# Person Specification Form

**Post Title – Pupil and Parent Support Manager**

|  |  |  |
| --- | --- | --- |
| **Personal Attributes required**  **(on the basis of the job description)** | **Essential (E)**  **or**  **Desirable (D)** | **To be identified by:**  **(e.g. application form, interview, reference etc)** |
| **Qualifications** |  |  |
|  |  |  |
| Recognised and relevant NVQ Level 4 qualification or equivalent.  Level 2 or equivalent qualification in English/Literacy and Mathematics/Numeracy | E  E | A/I  A/I |
| Relevant Social Work Qualification | D | A/I |
| **Experience** |  |  |
|  |  |  |
| Experience of working with children and young people across the ability range  Experience of engaging and working with vulnerable families and children with complex needs  Experience of improving outcomes for children  Experience of Administrative work  Staff management experience  Experience of working with parents and carers | E  E  E  E  D  E | A/I/R  A/I/R  A/I/R  A/I/R  A/I/R  A/I/R |
|  |  |  |
| **Knowledge/skills/abilities** |  |  |
|  |  |  |
| Ability to relate well to children  Ability to work as part of a team  Good communication skills  Ability to relate well to parents/carers  Ability to build a trusting relationship with the parents and families  Ability to supervise and assist pupils  Time management skills  Excellent organisational and planning skills  Knowledge of classroom roles and responsibilities  Knowledge of the concept of confidentiality  Administrative skills  Ability to make effective use of ICT  Ability to plan and deliver staff training, e.g. safeguarding and child protection  Flexible attitude to work  Ability to plan and deliver parent workshops | E  E  E  E  E  E  E  E  E  E  E  E  E  E  E | A/I/R  A/I/R  A/I/R  A/I/R  A/I/R  A/I/R  A/I/R  A/I/R  A/IR  A/I/R  A/IR  A/I/R  A/I/R  A/I/R  A/I/R |
| **Other**  Commitment to undertake in –service development  Commitment to safeguarding and protecting the welfare of children and young people  Ability to analyse and interpret information and present findings clearly & concisely. | E  E  E | A/I/R  A/I/R |
|  |  |  |
|  |  |  |
| **Special Requirements**  Knowledge of multi-agency referrals  Knowledge of Early Help (formerly CAF / TAF), thresholds guidance and Continuum of Need  Ability to collate, organise, record chronology of pupil welfare and confidential files  Knowledge of the EHCP annual review process  Essential car user | E  E  E  D  E | A/I/R  A/I/R  A/I/R  A/I/R  A |