# **PERSON SPECIFICATION: Lead Professional- Vulnerable Pupils**

**HARTLEPOOL BOROUGH COUNCIL IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN, YOUNG PEOPLE AND VULNERABLE ADULTS. IF THIS POST IS SUBJECT TO SAFER RECRUITMENT MEASURES THEN A DISCLOSURE AND BARRING SERVICE (DBS) CHECK WILL BE REQUIRED.**

|  |  |  |
| --- | --- | --- |
| REQUIREMENTS | ESSENTIAL CRITERIA Please indicate in brackets after each criteria how this will be verified i.e. (F), (I), (T), (R) | DESIRABLE CRITERIA Please indicate in brackets after each criteria how this will be verified i.e. (F), (I), (T), (R) |
| **Educational/vocational/ occupational qualifications and/or training**  **Specific qualifications (or equivalents)** | * Relevant qualification in education, probation, youth work or social care at level 4 or equivalent (F) * Level 2 in Literacy or Numeracy or equivalent e.g. GCSE(F) * Relevant relationship/ behaviour training (F) | * Qualification/ Training in relation to SEND/ Inclusion (F,I) |
| **Work or other relevant experience** | * Experience, in an educational setting, of managing pupils with challenging behaviour (F) * Demonstrate experience of working with young people and families (F) * Evidence of successful track record improving outcomes for pupils and families e.g. attendance, welfare, behaviour, progress/ attainment (F/I/R) * Experience of engaging with ‘hard to reach’ pupils and their families (F/I/R) * Experience of working within multi-disciplinary teams to improve outcomes for pupils and families (F/I/R) * Experience of leading and motivating a team (F/I/R) * Up to date with current developments in pupil welfare, attendance and behaviour (F/I) * Experience of analysing and using data about pupil outcomes to identify, implement and monitor the impact of appropriate actions and interventions (F/I) | * Experience of working within a Pupil Referral unit (F,I) |
| **Skills, abilities, knowledge and competencies** | * Ability to communicate with young people individually and in group setting, establishing positive relationships often in challenging circumstances (F/I) * Ability to motivate and engage young people to address the difficulties they are experiencing at home/ school that affect their ability to engage in learning (F/I) * Able to respond positively and effectively to unexpected and challenging problems and situations and lead others to resolve issues as appropriate (F/I) * Understanding of trauma and attachment and the impact on learning(F/I) * Understanding of how young people learn including the principles of effective teaching and learning (F/I) * Ability to assess the needs of young people and their families to work with other agencies to formulate and deliver packages of support (F/I) * Ability to build constructive relationships with professionals, pupils and families (F/I) * Able to develop and maintain close links and work effectively with staff from other agencies(F/I) * Able to gather and interpret data and information and produce effective reports (F/I) * Good working knowledge and understanding of IT and use in an education setting(F/I) * Good planning and organisational skills and a flexible approach to work (F/I) * Excellent communication skills- both written and oral (F/I) * Sound knowledge of policies, protocols and legal requirements regarding vulnerable learners including SEND, attendance, behaviour, welfare and safeguarding (F/I) * Working knowledge of school policies on attendance, behaviour and safeguarding (F/I) * Able to maintain records accurately and deal appropriately with sensitive information (F/I) * Ability to safeguard and promote the welfare of children including motivation to work with children, forming and maintaining positive relationships and personal boundaries, emotional resilience in working with challenging behaviours (F/I) |  |
| **Values** | * Genuine commitment to the welfare, happiness and success of children and young people as they mature and prepare for adulthood (I/R) * Commitment to early intervention approaches with families and collaborative working with key stakeholders (I/R) * Commitment to inclusion (I/R) * Commitment to restorative approaches in schools (I/R) * High expectations of self, children and staff and a commitment to raising standards of achievement and attainment (F/I/R) * Commitment to safeguarding children (F/I/R) * Importance of pupil voice to ensure development of provision (F/I) |  |
| **ESSENTIAL/DESIRABLE CRITERIA WILL BE VERIFIED BY: F = FORM I = INTERVIEW T = TEST(S) R = REFERENCE(S)** | | |

**2**

|  |  |  |
| --- | --- | --- |
| **General competencies** | * Car Owner / Driver (F) * Flexible approach to work by responding to the needs of the service (F)(I) * Commitment to own continuous personal and professional development (F) * Strong team player, committed to an ethos of continuous improvement (F)(I) * Commitment to equal opportunities and the ability to recognise the needs of different service users (F) | * Evidence of own continuous personal and professional development (F) |
| **ESSENTIAL / DESIRABLE CRITERIA WILL BE VERIFIED BY: F = FORM I = INTERVIEW T = TEST(S) R = REFERENCE(S)** | | |

**On-going Training Requirements**

The post holder will be required to undertake the following mandatory/essential training at the frequency indicated.

|  |  |
| --- | --- |
| **Mandatory/Essential Training** | **Frequency** |
| Safeguarding Training  Prevent Training  GDPR | Annually  Annually  Annually |

Please note all appointments within Hartlepool Borough Council are subject to a declaration of medical fitness by the Council’s Occupational Health Service (having made reasonable adjustments in line with the Equality Act (2010) where necessary.