



Pastoral & Safeguarding Officer

Person Specification

1. Qualifications & Training

Criteria	Essential / Desirable
An undergraduate degree	Essential
Relevant qualifications in education, youth work, social care, or mental health/wellbeing	Desirable
Level 2 or Level 3 Safeguarding/Child Protection training	Desirable
Training in restorative practice, SEMH interventions, or behaviour management	Desirable

2. Experience

Criteria	Essential / Desirable
Experience of working with young people (secondary age) in an educational, pastoral, or care setting	Essential

Experience in supporting vulnerable students, including those with SEMH needs, SEBD, ADHD, or Autism (ASD)	Essential
Experience of multi-agency working (e.g., Social Services, CAMHS, Educational Welfare, Inclusion Teams)	Essential
Experience using school information systems (e.g., SIMS, CPOMS, or equivalent)	Desirable

3. Knowledge and Understanding

Criteria	Essential / Desirable
Strong understanding of child protection procedures, safeguarding protocols, and the role of the DSL	Essential
Knowledge of the barriers to learning faced by vulnerable students and strategies to overcome them	Essential
Understanding of Pastoral Support Plans (PSPs) and how to set, monitor, and evaluate intervention targets	Desirable
Understanding of restorative approaches in resolving conflict and misbehaviour	Desirable



4. Skills & Abilities

Criteria	Essential / Desirable
Experience in making referrals to external agencies e.g. Children's services, CAMHS, etc.	Essential
Excellent interpersonal and communication skills (verbal and written) with students, staff, parents/carers and agencies	Essential
Ability to build positive, professional relationships with young people while maintaining clear boundaries	Essential
Strong organisational skills with the ability to manage competing priorities, maintain accurate records, and meet deadlines	Essential
Ability to remain calm, resilient, and authoritative when dealing with challenging behaviour or emotional situations	Essential
Capability to work effectively both independently and as part of a multi-disciplinary team	Essential

5. Personal Qualities & Values

Criteria	Essential / Desirable
High level of empathy, patience, tact, and discretion when dealing with sensitive student matters	Essential
Commitment to promoting equality, diversity, inclusion, and the welfare of all children	Essential
A positive role model displaying integrity, enthusiasm, and professional standards	Essential
Flexibility to adapt to changing priorities throughout the school day	Essential