

PERSON SPECIFICATION – Pastoral and Wellbeing Practitioner

| Job title | Grade | School | Location |
|-------------------------------------|------------------------|-------------------------|----------|
| Pastoral and Wellbeing Practitioner | 3A Scale Point 20 – 24 | Broadoak Primary School | Swinton |

Note to manager

In completing this form, you are setting the expected standard for the person you need for this job on this occasion. Once completed, it will help to create your shortlist of candidates and to devise the questions you ask at interview. Please describe the criterion in ways that are both accurate and capable of being tested. Above all, the requirements must be job related and non-discriminatory. The job description, person specification and advertisement must be consistent. Each of the criteria must be identified under the **Essential** or **Desirable** headings. Whilst all criteria are important, those marked **Essential** must be met before an interview can be offered. (See Section 6 of the Recruitment and Selection Code of Practice for more information on producing a person specification)

Note to applicants

Whilst all criteria below are important, those under the **Essential** heading are the key requirements. You should pay particular attention to these areas and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview.

Method of assessment (* M.O.A.)

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| A = Application form | C = Certificate | T = Task | I = Interview | P = Presentation | AC = Assessment centre |
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| | Essential | Desirable | * M.O.A. |
|------------------------------------|--|---|----------|
| Professional Qualifications | <ul style="list-style-type: none"> GCSE English and Maths (Grade C / 4 above) Level 3 Teaching Assistant (or above) or equivalent (NVQ L3 or BTEC National Diploma or A-Levels) Further qualifications linked to Mental Health / Emotional Wellbeing e.g: <ul style="list-style-type: none"> Emotional Literacy Support Assistant (ELSA) Qualification Mental Health First Aid (Youth) Mental Health Champion Training in attachment or trauma informed practice Drawing and Talking Therapy Family Support or attendance training | <ul style="list-style-type: none"> Educated to degree level Level 4 diploma or foundation degree in counselling (level 7 Scotland) with evidence of additional CPD linked to working competently with children and young people or hold a Level 5 in a CYP counselling certificate. | A,I |
| Previous Work Experience | <ul style="list-style-type: none"> Experience working with primary-aged children (EYFS/KS1/KS2). Experience supporting children with social, emotional and mental health needs Experience delivering structured emotional and wellbeing | <ul style="list-style-type: none"> Experience of working with children in small groups/ individually to provide bespoke support based on the needs of the children/child. Experience of working with external agencies/ advice form external agencies to support children’s mental health and | A,I,T |

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| | <ul style="list-style-type: none"> interventions. Experience working with parents in a professional capacity. Experience contributing to safeguarding processes. | <ul style="list-style-type: none"> wellbeing. Experience of supporting children and families with removing barriers to attendance/ improving attendance for individual children. Evidence of contributing to whole school initiatives in relation to children's mental health and wellbeing | |
| Knowledge | <ul style="list-style-type: none"> Good understanding of child development from EYFS to Year 6. Has a strong understanding of children's emotional wellbeing, development and issues that can impact children. Have understanding of various initiatives, strategies interventions to support children's mental and emotional health. Have excellent understanding of safeguarding and early intervention principles. To show commitment to CPD opportunities linked to child development and wellbeing. | <ul style="list-style-type: none"> Knowledge of trauma-informed and nurture approaches. Knowledge of the SEND Code of Practice. Knowledge of myHappyMind Curriculum. Awareness of local authority support pathways. | A,I |
| Skills | <ul style="list-style-type: none"> Ability to build positive relationships with children, parents, carers, staff and external professionals. Adaptable to work with children across the school EYFS-Y6 To manage time effectively and ability to adhere to timetables etc Clear written and verbal communication skills for liaising with a range of professionals. Good record keeping and organisational skills. Ability to maintain professional boundaries and confidentiality. | <ul style="list-style-type: none"> Ability to use Microsoft 365 Outlook/Teams. Confident in using various IT platforms in order to complete professional referrals to external agencies. | A,I,T |
| Personal | <ul style="list-style-type: none"> Warm and approachable Patient and empathetic Resilient and emotionally aware Organised and reliable Committed to inclusion and equality Adhere to school's Code of Conduct Ability to communicate effectively, calmly and confidently Good organisational skills and time management | <ul style="list-style-type: none"> Innovative and forward thinking. Solution-focused and proactive. | A,I,T |

| Completed by | Date | Approved by | Date |
|---------------|------------|-------------|-----------|
| I Cojocareanu | 08.05.2026 | K Wild | 08.05.026 |