

Advocate roles – Person Specification	
I. Community Advocate	
<ul style="list-style-type: none"> • An understanding of safeguarding culture in schools and in the community. 	
<ul style="list-style-type: none"> • An understanding of the regulatory framework that schools operate within. 	
<ul style="list-style-type: none"> • Knowledge and/or experience of the community served by the school that can be useful to the advocate role. 	
<ul style="list-style-type: none"> • Ability to listen, reflect and learn from a range of viewpoints and consider impartial advice before reaching a view. 	
<ul style="list-style-type: none"> • Capable of working alongside and of building strong, collaborative relationships with a range of personalities. 	
<ul style="list-style-type: none"> • The skills, tact and diplomacy required when discussing issues that are of a sensitive nature and are used to bring people together in adversarial situations and ability to maintain confidentiality. 	
<ul style="list-style-type: none"> • Have experienced the process of evaluating the working practices of a team and of applying the learning to make improvements. 	
<ul style="list-style-type: none"> • Experience of engaging and working with stakeholders (e.g. parents, community groups, local business etc.) within or outside of the school sector. 	
<ul style="list-style-type: none"> • An awareness of diversity and inclusion. 	
2. Pupil Advocate	
<ul style="list-style-type: none"> • An understanding of safeguarding culture in schools and in the community. 	
<ul style="list-style-type: none"> • An understanding of the regulatory framework that schools operate within. 	
<ul style="list-style-type: none"> • Knowledge of the elements that make up a broad and balanced school curriculum and how the attainment and progress of pupils is assessed and measured. 	
<ul style="list-style-type: none"> • Ability to interpret data and statistics presented in a range of formats relating to the progress and outcomes achieved by pupils and using it to identify strengths, weaknesses and areas for development. 	
<ul style="list-style-type: none"> • Ability to listen, reflect and learn from a range of viewpoints and consider impartial advice before reaching a view. 	
<ul style="list-style-type: none"> • Capable of working alongside and of building strong, collaborative relationships with a range of personalities. 	
<ul style="list-style-type: none"> • An awareness of diversity and inclusion. 	
3. Headteacher Advocate (not a close relative of a pupil at the school)	
<ul style="list-style-type: none"> • An understanding of safeguarding culture in schools and in the community. 	
<ul style="list-style-type: none"> • An understanding of the regulatory framework that schools operate within. 	
<ul style="list-style-type: none"> • Experience of working with leaders to establish expectations for improvement, outcomes and of how progress is to be reported. 	
<ul style="list-style-type: none"> • Ability and confidence to ask questions and challenge leaders in an appropriate way on matters relating to the educational outcomes, behaviour, welfare and wellbeing of all pupils. 	
<ul style="list-style-type: none"> • Ability to listen, reflect and learn from a range of viewpoints and consider impartial advice before reaching a view. 	
<ul style="list-style-type: none"> • Capable of working alongside and of building strong, collaborative relationships with a range of personalities. 	

- The skills, tact and diplomacy required when discussing issues that are of a sensitive nature and are used to bring people together in adversarial situations and ability to maintain confidentiality.
- An awareness of diversity and inclusion.

4. Christian Distinctiveness (Church of England Schools)

- An understanding of safeguarding culture in schools and in the community.
- An understanding the SIAMS framework.
- An understanding of the regulatory framework that schools operate within.
- An awareness of diversity and inclusion.