

# Stewards Academy



## Job Description

**Position: Pastoral Support Mentor with Safeguarding Responsibilities**

**Line Manager: Bridge Inclusion Manager**

**Performance Management Reviewer: Bridge Inclusion Manager**

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### Job Purpose

Support the Bridge Inclusion Manager in promoting an ethos and attitude conducive to improved standards of achievement for all pupils. This is to be achieved through establishing positive attitudes to attendance and behaviour.

Responsible for responding to and following up initial Safeguarding concerns. Safeguarding concerns will be escalated to the Deputy Designated Safeguarding Lead.

To take a proactive role as a key member of the Bridge team in the support of pupils, teachers, the curriculum and the academy. To support the professional work of teachers and taking responsibility for agreed learning activities under an agreed system of supervision. Specifically planning and delivering social, emotional, mental health sessions and resourcing for students under the direction of the Bridge Inclusion Manager and teachers.

### Main / Specific Tasks & Responsibilities

#### General Duties

- Advise and support the Bridge Inclusion Manager with the welfare, attendance and behaviour of pupils within the Bridge.
- Be the primary contact for pupil welfare, attendance and behaviour in the designated year group
- Establish effective communication between all relevant staff, parents/carers, and outside agencies in relation to pupil issues
- Meet and greet visitors to the Academy, accompanying them to meeting venues
- Organise catering and hospitality for meetings as and when needed and ensure Academy guests are provided with refreshments
- The postholder may occasionally be required to drive an Academy minibus and will be expected to undertake minibus training
- Support the smooth running of Bridge end of day briefings and meetings.

## **Safeguarding**

- To keep up to date with training needs in relation to Safeguarding

## **Support for Teachers:**

- To assist the teacher and learning support assistants in the implementing of social, emotional, mental health strategies and resources.
- To deliver learning activities to pupils as agreed with the teacher, adjusting activities in accordance with pupils' needs when covering absence.
- To deliver parts of the lesson and carry out pre-determined educational activities and work programmes whilst promoting independent learning, as agreed with the teacher.
- To monitor and evaluate pupils' progress and understanding of learning activities on an ongoing basis, ensuring that pupils' responses and attainments during the course of learning activities are systematically recorded in accordance with the agreed monitoring processes.
- To provide detailed feedback to teachers with regard to pupils' progress and responses to learning activities and to produce reports on pupils' progress and achievements as required
- To assist teachers in making smooth transitions between educational phases for pupils.
- To support the teacher in the assessment of pupils' progress through feedback of observations of pupils.

## **Support for Pupils**

In liaison with the Bridge Inclusion Manager devise individual behaviour and communication plans

- Support the Bridge Inclusion Manager and the wider Bridge team in target setting and action planning for individual pupils
- Support Bridge Inclusion Manager in arranging and promoting activities within the year group, some of which may be outside the normal working day
- To encourage pupils to interact and work cooperatively with others and to engage all pupils in learning activities.
- To assess, monitor and record pupils' progress, health, behaviour and general wellbeing.
- To feedback any information (including concerns) regarding the wellbeing and educational needs of pupils to the teacher or head teacher as appropriate.
- To liaise with parents and carers on pupils' progress, difficulties, achievements and other relevant matters, ensuring sensitivity and respect regarding such communications.
- To promote pupils' independence and employ strategies which recognise and reward pupils' self-reliance.
- To encourage social integration and individual development of pupils. To develop methods of promoting and reinforcing pupils' self-esteem.
- To demonstrate and promote positive values, attitudes and high standards of behaviour.
- To anticipate and manage behaviour constructively, promoting pupils' self-control and independence.
- To supervise and manage pupils' behaviour in accordance with the recognised behavioural standards and the academy's established Behaviour Policy to ensure an orderly and constructive environment for the class.

## **Attendance**

- Monitor punctuality at the beginning of the day and to lessons
- Liaise with Bridge Inclusion Manager and the attendance team in regards to monitoring pupil attendance.
- Make parents aware of concerns over attendance and punctuality and involve them in action plans for improvement, including home visits where necessary. Attend Academy based meetings
- Ensure appropriate arrangements for pupils who are excluded or have long term absence due to illness/accident
- Liaising with parents where necessary

## **Student Behaviour**

- Be responsible for implementing the Academy's policies on pupil dress, behaviour and discipline
- Make contact with parents to discuss student behaviour and keep records of all contact
- Maintain accurate records of pupil behaviour using the school systems
- Ensure that school grounds / buildings are cared for and used appropriately
- Supervise pupils before lessons, at break and lunchtime and at the end of the day to ensure that appropriate standards of dress and behaviour are upheld
- Supervise Afternoon Prep and community corrections in the Bridge and maintain recording systems

## **Other Duties and Responsibilities**

- Cover Morning Prep as and when requested
- Attend Tutor Team and parents evening
- Be a visible presence around the Bridge, and if directed the site school site, before school, at break, lunchtime and after school, undertaking supervisory duties as required
- Be available during the day to intercept significant behaviour and safeguarding concerns
- Become involved in Academy life with regard to extra-curricular activities, meetings and events
- Maintain up to date record keeping
- Maintain uniform stocks, record keeping and supply to pupils, as necessary
- Support with any activities relevant to year group e.g., options, careers

## **In common with all staff at Stewards Academy:**

- Always conduct all activities in a professional manner.
- Ensure compliance with policies and procedures relating to child protection, health, safety, security, safeguarding and confidentiality.
- Maintain confidentiality and adhere to safeguarding procedures.
- Any other duties commensurate with the role

## **Whole School**

- To participate in the performance and development review process, taking personal responsibility for identification of learning, development, and training opportunities in discussion with line manager.
- To comply with individual responsibilities in accordance with the role for health & safety in the workplace.
- To ensure that all duties and services provided are in accordance with the academy's Equal Opportunities Policy.
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

## Well-Being and Mental Health

As a member of staff at Stewards Academy, we take responsibility for looking after our own mental health and wellbeing and that of other adults and children by:

- Supporting and adopting evidence-based practice from credible organizations (e.g. Mind), which have been proven to improve and sustain positive mental health and wellbeing for children and adults.
- Developing knowledge and awareness of how children's mental health can impact on their wellbeing and development.
- Managing our own health and wellbeing, by adopting good health behaviours (for example in relation to diet, exercise, alcohol consumption and smoking).
- Informing a line manager or mental health first aid team member if concerned about the mental health or wellbeing of ourselves or of others.
- Tackling and challenging any stigma regarding mental health and offering support, kindness and understanding to others in need.

**Liaising with** line manager, relevant support staff, subject staff, pastoral staff, LA staff, parents/carers and outside agencies, as and when required.

## Health and Safety

1. To assist with the carrying out of risk assessments.
2. To ensure that Health and Safety policies and procedures are followed.

## Other specific duties

1. To play an active part in the life of the school community

***The job description is current at the date shown, but, in consultation with you, may be changed the Headteacher to reflect or anticipate changes in the job commensurate with the grade and the job title.***

**Helen Ginger  
Headteacher  
July 2024**

Stewards Academy and Governing Body are committed to safeguarding and promoting the welfare of young people. All staff and volunteers are expected to share this view and follow recommended safe practices in all aspects of their work.

**STEWARDS IS A NON-SMOKING SITE**

**PERSON SPECIFICATION / SPECIAL ABILITIES / APTITUDES**

<b>General heading</b>	<b>Detail</b>	<b>Examples</b>
<b>Qualifications &amp; Experience</b>	Specific qualifications & experience	Successful experience working with children in a school/early years environment NVQ Level 3 in learning support/early years or equivalent qualification/experience
	Knowledge of relevant policies and procedures	Knowledge of First Aid Good knowledge of appropriate procedures, regulations and guidance.
	Literacy	NVQ level 3 or equivalent in English.
	Numeracy	NVQ level 3 or equivalent in Maths
	Technology	Good working knowledge of ICT to support learning and for administrative/ organisational effectiveness
<b>Communication</b>	Written	Ability to write detailed reports, complete returns and write complex letters
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Specialist language/communication skills if appropriate
	Negotiating	Ability to negotiate effectively with adults and children
<b>Working with children</b>	Behaviour Management	Ability to demonstrate effective implementation of the school's behaviour management policy
	SEN	Successful completion of training to support SEN if appropriate Ability to demonstrate effective strategies to achieve inclusion of pupils at risk of social exclusion
	Curriculum	Good understanding of the school organisation, timetable and learning and pastoral support systems
	Child Development	Good understanding of child development and pastoral issues such as inclusion and transition
	Health & Well being	Understand and support the importance of physical and emotional wellbeing
	<b>Working with others</b>	Working with partners
Relationships		Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
Team work		Ability to work effectively with a range of adults
Information		Contribute to the development and

		implementation of effective systems to share information
<b>Responsibilities</b>	Organisational skills	Good organisational skills Ability to remain calm under pressure
	Line Management	Ability to manage and support the work of others
	Time Management	Ability to manage own time effectively Ability to meet deadlines
	Creativity	Demonstrate creativity and an ability to resolve problems independently
<b>General</b>	Equalities	Awareness of and promotion of equality
	Health & Safety	Good understanding of Health & Safety
	Child Protection	Good understanding and effective implementation of Child Protection procedures
	Confidentiality/Data Protection	Understand and comply with procedures and legislation relating to confidentiality
	Policies	Understanding and acceptance of the requirement to abide by and promote the policies and procedures of the Academy
	CPD	Demonstrate a clear commitment to develop and learn in the role Ability to effectively evaluate own performance