

Job Description

POST:	Pastoral Officer
GRADE:	Grade G 39 weeks TTO plus 3 weeks
RESPONSIBLE TO:	Designated Safeguarding Lead/Pastoral & Attendance Lead
STAFF MANAGED:	None
JOB PURPOSE:	The core focus of this job is to support the pastoral needs of pupils in the designated year group to ensure that behaviour, safety, well-being and attendance targets are met.
JOB CONTEXT:	Works within the school to promote the values and vision. Supports the consistent implementation of school policies, approaches and expectations; ensuring high standards of individual pastoral care and promoting high standards of behaviour, discipline, attendance and personal appearance amongst pupil and/or students for whom responsibility is held. Full driving license and access to a car is essential. An ability to fulfil all spoken aspects of the role with confidence through the medium of English
ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Operational Management	<ul style="list-style-type: none"> • To regularly meet with students in the year group to support their pastoral care, good attendance and academic progress and achievement. • To liaise with the Key Stage Leader, and key internal staff using data to identify, plan and implement support and intervention in a timely fashion. • Support and promote active pupil involvement in leadership and learning opportunities. • Establish and maintain positive relationships and engagement with parents/carers. • Ensure the smooth transition of students each year within school and externally. • With the Key Stage Leader support the planning of parent teacher consultation evenings, and other appropriate parental information events for the year group • Analyse weekly behaviour (positive and negative) and attendance data and identify key strategies/plans to support individual students and secure measurable improvements. • Investigate and resolve pastoral incidents; for example (but not exhaustive) poor behaviour, lateness, poor attendance, theft, bullying and friendship break-ups, including the collation of statements where appropriate and attending meetings with parents/carers.

	<ul style="list-style-type: none"> • Make referrals to and liaise with external agencies where appropriate e.g., Compass Reach, Early Help etc and support students and their families with these referrals. • Ensure appropriate records are maintained, as agreed by the Pastoral Team. • To comply with policies and procedures relating to child protection, safeguarding and safe working practices. • Support the effective running of the school's Reflection Room • To undertake Safeguarding training to ensure referrals can be made in DSL/DDSL's absence. • To provide 'on call' cover as required and participate in the Break and Lunch duties as part of the duty rota. • Contribute to the development and review of behaviour and associated school policies and procedures. • To support the delivery of assemblies as required taking the opportunity to reinforce key messages for the year group. • To support Form Tutors in offering appropriate guidance to the members of their form. • To promote equality and diversity, supporting the school objective of establishing and embedding a culture that does not accept prejudicial language. • To promote a culture where Bullying in any form is not accepted and ensure that bullying is dealt with effectively. • To actively support and engage with the school's rewards systems to celebrate success of pupils in all areas of the community. • Where necessary supervise detentions. • Contribute to Key Stage Tutor Meetings and the 'Life' Scheme of Learning.
Communications	<ul style="list-style-type: none"> • Liaise with the School Counsellor as needed to discuss well-being concerns for individuals and identify strategies and support. Communicate these strategies to staff as appropriate. • Maintain professional relationships with students, staff and parents providing support and feedback as required. • Communicate with school staff to update them on student attendance and data. • Develop and maintain effective contact and communications with parents/carers and families • Respond to enquiries from parents/carers by telephone, email or letter and direct them to relevant sources of advice and guidance as appropriate • Attend staff meetings and training days by agreement with line manager • Liaise closely with and share information with other agencies as appropriate
Partnership or Corporate Working	<ul style="list-style-type: none"> • Attends meetings with external agencies as appropriate and follow up on actions required
Skills Development	<ul style="list-style-type: none"> • Participate in team meetings and attend any necessary training events • Participate in the school's performance management system
Safeguarding	<ul style="list-style-type: none"> • Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with.

	<ul style="list-style-type: none"> • Know about data protection issues in the context of the role • Maintain confidentiality as appropriate
Systems and Information	<ul style="list-style-type: none"> • Maintain records of all communication with parents/carers • Be aware that different types of information exist (for example, confidential information, personal data and sensitive personal data), and appreciate the implications of those differences. • Share information appropriately – in writing, by telephone, electronically and in person.
Data Protection	<ul style="list-style-type: none"> • To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Health and Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • To work with colleagues and others to maintain health, safety and welfare within the working environment.
Equalities	<ul style="list-style-type: none"> • We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities. • Ensure services are delivered in accordance with the aims of the equality Policy Statement. • Develop own understanding of equality issues.
Flexibility	<ul style="list-style-type: none"> • Coast and Vale Learning trust provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with Trust Policies and Procedures.
Customer Service	<ul style="list-style-type: none"> • The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. • The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.
Date of Issue:	January 2023

Person Specification

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
<p>Knowledge</p> <ul style="list-style-type: none"> • An understanding of issues that may affect a student's ability to attend school 	<ul style="list-style-type: none"> • Knowledge of school procedures • Knowledge of child protection legislation and procedures
<p>Experience</p> <ul style="list-style-type: none"> • Experience or understanding of working with children and young people to overcome mental and physical barriers to their personal, social, or learning development. • Understanding and of multi-agency support • Experience of, or is willing to work towards, working with parents to secure better engagement for students with their school experience • Has experience of, or is willing to work towards, using data sets to plan effective strategies to improve behaviour within a year group and identify possible barriers to learning • An understanding of the requirements to ensure a smooth transition between year groups, Key Stages and schools. 	<ul style="list-style-type: none"> • Experience of working in a school environment • Experience of implementing policies • Experience of working with an MIS or a similar data management system
<p>Occupational Skills</p> <ul style="list-style-type: none"> • Excellent communication skills including advisory and persuasive skills • Ability to establish positive and effective relationships with children and young people • Excellent ICT skills • Initiative and creativity to develop a range of options/alternatives to support children and young people. • Effective organisational skills to manage conflicting deadlines and meet deadlines. • Ability to keep accurate records and write reports. • Ability to work effectively within a team and a willingness to work flexibly to meet the best interests of the school. • Ability to promote a positive ethos and act as a role model. • Ability to work with academic and pastoral staff, parents, external agencies and other stakeholders in 	

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
<p>to safeguard the best outcomes for all students, including those who are in key cohorts.</p> <ul style="list-style-type: none"> • To be able to take initiative and work independently. • Confidentiality 	
<p>Qualifications</p> <ul style="list-style-type: none"> • Level 2 qualification or equivalent to demonstrate good literacy and numeracy skills • GCSE English and Maths at Grade A* - C 	<ul style="list-style-type: none"> • Level 3 qualification in education/business administration or equivalent
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Motivation to work with children and young people Enthusiasm, energy, commitment and resilience • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes. • Flexibility • To remain calm and measured when dealing with difficult situations and incidents. • Appreciate the balance between the academic, social and emotional development of young people needed to create an excellent school • To retain a sense of humour and an empathetic approach in working well with other colleagues. • To be passionate about achieving the best for each student. • The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post. 	
<p>Other Requirements</p> <ul style="list-style-type: none"> • Enhanced DBS clearance • Commitment to the school's policies and ethos • Commitment to Continuing Professional Development 	