

Job Description

Job Title	Pastoral Support Officer
Grade	G
Responsible To	Deputy Headteacher / Assistant Headteacher
Staff Manage	None
Job Family	Pastoral Support
Job Purpose:	To support the welfare and progress of students in their learning, behaviour and transitions
Job Context:	To support the Heads of Year to enable students to maximise achievement by contributing to and further developing the support provided for their social, emotional and behavioural wellbeing.
Accountabilities / Main Responsibilities	
Key strategic element of the job	<ul style="list-style-type: none"> • Participate in and support, when appropriate, activities that develop and support Year Team objectives. • Keep informed regarding Year Team meetings. • Prepare and where appropriate attend Parents' Evenings, including booking system and parental attendance. • Make necessary appointments for Year Team members as appropriate. • To act as a first point of contact for students needing advice with personal issues and/or referral to appropriate team member, liaison with external agencies as appropriate. • To undertake general student supervision duties - to include start/end of school day transport and morning / lunch breaks. • Supporting the Heads of Year and school Leadership Team with student investigations as appropriate. • Maintaining accurate records of activity on SIMS e.g. letters, sanctions, behaviour reports. Quality checking of pupil records. • Keep appropriate accurate written records for all meetings, telephone calls, student/Heads of Year conversations. • Support the Assistant Headteacher (Behaviour and Attitudes) in meetings with students and other stakeholders. • To maintain Behaviour Management records including producing behaviour reports. • To assist Heads of Year to identify and manage over and under achievement. • Assist the Heads of Year with Key Stage transfer and transition arrangements. • Coordinate testing and timetabling for mid-year starters • To support with the provision of work for students in the reflection room and those on long term illness.
Communications	<ul style="list-style-type: none"> • Liaise with the Assistant Headteacher (Behaviour and Attitudes) regarding the co-ordination of external agencies work. • Work in collaboration with the Head of Year with the coordination of transition and induction. • Liaise with the safeguarding team regarding student concerns.
Partnership or Corporate Working	<ul style="list-style-type: none"> • Work with external agencies to support students and their families seek the help that they require
Skills Development	<ul style="list-style-type: none"> • Practice Continuous Professional Development • Attend team meetings
Safeguarding	<ul style="list-style-type: none"> • To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate
Systems and Information	<ul style="list-style-type: none"> • Record information on pupils behaviour on the appropriate system • Records information on pupils truancy from school • Records information of exclusions

Planning and Organising	<ul style="list-style-type: none"> • Contribute to the development of behaviour and attendance policies and procedures for the school
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 Equal Opportunities Policy Statement. • Develop own understanding of equality issues.
Flexibility	<ul style="list-style-type: none"> • Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. • Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager. • Permanent & significant changes would be subject to consultation. All staff are required to comply with 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. • Understand your own role and its limits, and the importance of providing care or support.

Person Specification

Job Title	Pastoral Support Officer	
Grade	G	
Responsible To	Deputy Headteacher / Assistant Headteacher	
Staff Manage	None	
Job Family	Pastoral Support	
	Essential	Desirable (if not attained, development may be provided for successful candidate)
Qualifications		
	<ul style="list-style-type: none"> • Level 2 Math & English or directly equivalent qualification • Willingness to undertake first aid 	<ul style="list-style-type: none"> • NVQ Level 3 qualification • Evidence of related training • Further professional qualifications
Personal Qualities & Attitude		
	<ul style="list-style-type: none"> • Committed to safeguarding and promoting the welfare of children and young people • High level of emotional intelligence/ self-awareness • Friendly and outgoing • Able and willing to establish good professional relationships • Self-motivated and able to work on own initiative without supervision 	
Knowledge & Experience		
	<ul style="list-style-type: none"> • Experience of working with children/young people • Developing and maintaining positive working relationships with a range of students in order to provide guidance and support • A sound knowledge of school systems, up-to-date curriculum and correct academic procedures; and using this knowledge to help guide individuals through the learning process • Experience of dealing with behaviour issues in an academic environment • Experience of communicating with a range of individuals, including parents/carers and outside agencies in an appropriate manner • Experience of school monitoring systems and using this data to identify issues promptly and accurately • Experience of managing a busy workload whilst maintaining high standards • 	<ul style="list-style-type: none"> • Evidence of Safeguarding/ Child protection and the Data Protection Act • Experience of recognising early signs of disengagement • Knowledge of the academic and pastoral ethos of a school environment • Experience of work in a school environment or educational establishment
Skills & Ability		
	<ul style="list-style-type: none"> • Experience of working with children/young people • Developing and maintaining positive working relationships with a range of students in order to provide guidance and support • A sound knowledge of school systems, up-to-date curriculum and correct academic procedures; and using this knowledge to help guide individuals through the learning process • Experience of dealing with behaviour issues in an academic environment 	<ul style="list-style-type: none"> • Presentation skills • Knowledge of School Management Information Systems

<ul style="list-style-type: none"> • Experience of communicating with a range of individuals, including parents/carers and outside agencies in an appropriate manner • Experience of school monitoring systems and using this data to identify issues promptly and accurately • Experience of managing a busy workload whilst maintaining high standards • Ability to relate sensitively to students with complex emotional, behavioural and health problems • Ability to identify realistic but challenging self-development needs and take responsibility for own learning • Ability to demonstrate commitment to Equal Opportunities and customer service practices • Ability to maintain confidentiality at all times • E-literate and competent in IT packages • Ability to assimilate information • Knowledge of adolescent behaviour and management systems • Knowledge of working with families to promote cohesion and achievement 	
Qualifications	
<ul style="list-style-type: none"> • Level 2 Math & English or directly equivalent qualification • Willingness to undertake first aid 	<ul style="list-style-type: none"> • NVQ Level 3 qualification • Evidence of related training • Further professional qualifications
Other Requirements	
<ul style="list-style-type: none"> • Enhanced DBS clearance • To be committed to the school's policies and ethos • To be committed to Continuing Professional Development • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Ability to use authority and maintaining discipline 	