

JOB DESCRIPTION



Post: Pastoral Support Officer

Relationships:

The post holder is accountable to the Headteacher in all matters relating to this post. All staff are ultimately responsible to the Chief Executive Officer (CEO). The post holder will work closely with team members and support the team when necessary.

Main Purpose:

To support the learning process – primarily this includes working with individuals and/or small groups to proactively support social, emotional and mental health needs and resolve difficulties causing concern as quickly as possible so as to promote learning at all times.

- To take strategic and operational responsibility, accountable to the Headteacher, in ensuring and promoting effective behaviour support throughout the school for all pupils leading to improved learning outcomes.
- To take the lead in reviewing, monitoring and implementing the development of the school Behaviour policy.
- To proactively support the pupil's social, emotional and mental health needs.
- To provide support daily to pupils to promote self-esteem, self-control, personal and social development (PSD) and welfare.
- To ensure the safety of the site and promote and support the well-being of pupils and staff.
- To be responsible for implementing the academy positive handling procedures and practices throughout the academy in conjunction with the Headteacher and ensure compliance with DfE Guidance – Use of Reasonable Force – July 2013.
- To lead the Behaviour for Learning and help set targets with the teaching team to improve pupils' emotional health and well-being.
- To ensure behaviour on site and in classes improves overtime.
- To have responsibility on a day-to-day basis reporting to the SLT for the implementation of physical intervention approaches. This will include training, meeting statutory requirements and ensuring all records and recording complies with DfE requirements. Accountable to SLT on half termly basis for all matters relating to behaviour and intervention.

Main Responsibilities & Duties:

To support the teacher and pupils through:

- To lead the Behaviour for Learning strategically and operationally on a daily basis to proactively meet the needs of the pupils.
- To support the daily briefing and to work pro-actively whenever possible to meet the known and changing needs of the pupils.
- To provide written reports on monitoring and evaluation to SLT on a half termly basis or as required.
- To ensure as appropriate personal handling plans and/or risk assessments are complete for all pupils on admission within two weeks.
- To organise negative and positive consequences as required.
- To liaise with parents regarding behavioural issues as required in consultation with SLT.
- To liaise effectively with other agencies to enable a holistic approach to supporting pupils with challenging behaviour.
- To support pupils by providing therapeutic approach through mentoring and role modelling.
- To promote the school ethos as encapsulated in the school's mission statement.
- To monitor and analyse data to further improve individual pupil's behaviour patterns.

- To respond to requests from teaching staff for assistance/support with pastoral support incidents.
- To respond through proactive intervention.
- To lead supervision during break and lunch times and produce break rotas.
- Ensuring accurate records are kept of all incidents.
- Support and advice to identify and seek positive resolutions within a framework for a therapeutic approach.
- To undertake training in safeguarding and work in close liaison with the DSL.
- To promote and safeguard the welfare of pupils in your care or that you come into contact with in accordance with the SAST's Safeguarding Policy.

Behaviour Support:

- To maintain daily records of all incidents ensuring they are appropriately logged.
- To meet with SLT on a weekly basis to monitor behaviour patterns throughout the school to ensure a proactive approach to support pupils.
- To monitor and review Behaviour Support Policy in conjunction with the Headteacher.

Support the school through:

- Contributing to effective team practice.
- Providing positive feedback to team members.
- Recognising the strengths that each team member brings.
- Working effectively with other professionals and developing an understanding of their role.
- Providing other professionals with information to allow them to carry out their role.
- Providing reports on pupil progress for review purposes.
- Positively contributing to review meetings when required.
- Complying with all Harbour Vale and SAST policies, including expectations for confidentiality.

General:

- To promote and support Harbour Vale's culture of "Believe, Achieve, Succeed" and encourage staff and pupils to follow this example.
- To promote and safeguard the welfare of children in your care or that you come into contact within accordance with the SAST Child Protection and Safeguarding Policy.
- To comply with, promote and act in accordance with all school and Academy policies.
- To be responsible for complying with data protection legislation and expectations for confidentiality. Any issues or breaches to be reported to the Trust HR Director at the earliest opportunity.
- To be responsible for complying with health & safety legislation and guidance. Any issues or breaches to be reported to the Trust Estates Director immediately.
- To maintain consistent working relationship with colleagues, supporting them in line with your role and responsibilities.
- To keep colleagues informed about aspects of your work and schedule which may affect the support you can give them.
- To develop your effectiveness by up-dating your knowledge and skills, seeking and taking account of constructive feedback on your performance, making effective use of the development opportunities made available to you.
- To identify and agree personal development objectives with your line manager.
- To be courteous to colleagues and provide a welcoming environment to visitors.
- The ability to drive

Additional Information

Throughout the Trust it is our practice to vary the specific responsibilities in line with the needs of the Trust. This will be carried out in consultation with the post holder.

This is an outline job description only and the post holder will be expected to comply with any reasonable request from a manager to undertake commensurate work of a similar level, or any lesser duties, that are not specified in this Job Description.

The aim of the job description is to indicate the general purpose and level of responsibility of the post. Please be aware that duties may vary from time to time without changing their character or general level of responsibility. Duties may be subject to periodic review by the Chief Executive Officer or nominated representative (in consultation with the post holder) to reflect the changing needs of the Trust.



PERSON SPECIFICATION

Applicants will be shortlisted on the basis of demonstrating that they fulfil the following criteria in their application form and should include clear examples of how they meet these criteria. You will be assessed in some or all of the specific areas over the course of the selection process.

	Essential	Desirable
Experience	<ul style="list-style-type: none"> • Experience of working with Secondary aged pupils, including pupils with emotional and behavioural difficulties. • Experience of working with parents, schools and support agencies. • Experience of modelling good behaviour management techniques. 	<ul style="list-style-type: none"> • Experience of implementing effective strategies to promote positive behaviour.
Knowledge & Skills	<ul style="list-style-type: none"> • High expectations which motivate and challenge pupils. • Behaviour management skills to support the schools culture. • Ability to cope with the requirements of the post, which will include working with pupils who have emotional / behavioural / physical difficulties. • Ability to relate to children / young people from diverse social backgrounds. • Ability to effectively communicate verbally with children / young people, parents / carers and staff in the school • Exercising advisory, guiding, negotiating and persuasive skills. • Ability to work on own initiative and as part of a team. • Ability to remain calm under pressure. • Demonstrate good co-operative, interpersonal and effective listening skills. • Maintain confidentiality in matters relating to the school, its pupils, parents or carers; and an awareness of safeguarding issues. • Good communication skills. • Good ICT skills, including the use of Microsoft Office 	<ul style="list-style-type: none"> • An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. • Written communication skills in order to produce reports and update records. • Ability to support members of staff. • Awareness of child development. • Knowledge of school data management systems
Qualifications/ Training	<ul style="list-style-type: none"> • GCSE English and Maths or equivalent 	<ul style="list-style-type: none"> • Other relevant qualifications relating to the post • Evidence of further training / development and / or willingness to participate in further training and development opportunities e.g., Team Teach