



**HEYFORD PARK
SCHOOL**

Job Description

POST TITLE	Pastoral Support Worker
GRADE	LGPS Grade 6, point 8 - 13
WORKING HOURS	0.6 6.5 hours per day 08:30 -15:30 Fixed Term until 31/08/2025
PURPOSE OF THE JOB	Take a lead role within the school to address the needs of students who require help to overcome behaviour related barriers to learning and attendance.
RESPONSIBLE TO	Deputy Headteacher
Line Manager of:	n/a
<p>Eynsham Partnership Academy Trust is committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.</p>	

Key Responsibilities

Support for students and staff: behaviour

- Take a lead role within the school to address the needs of students who require particular help to overcome behaviour related barriers to learning.
- Support with the management the supervision of students who are removed from lessons (for behaviour reasons).
- Assist Heads of Year with the implementation of individual behaviour support plans.
- Support with the investigation of behaviour incidents as directed by Head of Year or the SLT
- Assist Head of Year with communication to students, staff, and parents following behaviour incidents
- Work with external agencies to support students with behaviour concerns.
- Establish productive working relationships with students, acting as a role model.
- Provide information and advice to enable students to make positive choices about their behaviour.
- Challenge and motivate students, promote, and reinforce self-esteem.

Support for students and staff: attendance

- Take a lead role within the school to address the needs of students who require particular help to overcome attendance related barriers to learning.
- Assist Heads of Year with the monitoring of students' attendance.
- Work with external agencies to support students with attendance concerns.
- Meet regularly with students and parents to promote positive attendance.
- Conduct home visits to support students who are struggling to attend school.

Support for the school:

- Comply with policies and procedures relating to safeguarding and child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be aware of, and support, difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students.
- Attend and participate in scheduled meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.

Personal Development

- Work positively and constructively with your Line Manager to identify strengths and agree an action plan in relation to development needs; to set these out in a personal development plan, which will be reviewed regularly.

Appraisal Process:

- Participating in the school's arrangements for appraisal, professional development and the school's arrangements for quality assurance and internal verification.

Preferred Experience:

- Experience working with young people aged 11-18.
- Experience of working with students with additional needs.

Preferred Knowledge/Skills

- Full working knowledge of relevant policies/codes of practice/legislation.
- Working knowledge of national curriculum and other relevant learning programmes.
- Understanding of principles of child development and learning processes and in particular, barriers to learning.
- Ability to plan effective actions and outcomes for students at risk of underachieving.
- Understand range of support services/providers.
- Working knowledge of a range of MS Office.