

JOB TITLE:	Pastoral Support Advisor
GRADE:	BEX 08
ALL STAFF RESPONSIBILITIES:	<ul style="list-style-type: none"> • To live our values of collaboration, citizenship, sustainability and achievement. • To follow our schools' and Trust's policies and procedures. • To value lifelong learning and develop skills and knowledge. • To adhere to the highest level of safeguarding and child protection.
MAIN PURPOSE OF THE ROLE:	The Pastoral Support Advisor role is a complementary service to school staff, primarily school based, with a specific remit to liaise directly with families and individual children who require assistance in overcoming barriers to learning, addressing poor attendance and reducing exclusion, especially those experiencing multiple disadvantages.

MAIN RESPONSIBILITIES

Provide emotional support for vulnerable children and families

- Ensure safeguarding and child protection policies are followed and work alongside the DSL to complete referrals, where appropriate.
- Attend professional meetings, linked to children on the school register including attending case conferences for Child Protection and Child in Need.
- Work with staff to identify pupils and parents who would benefit from additional support, including those who are at risk of exclusion;
- Work with professional colleagues from a range of agencies to provide co-ordinated support and assistance in respect of family support services;
- Work with parent/carers ensuring you become well-known and available to all children if they have a problem or worry and direct them to suitable local support services or refer to other agencies where appropriate;
- Meet with Parent/carers in school or outside of the school as required and appropriate to individual needs.

Create and implement:

- Individual support plans for pupils and families to address barriers to learning;
- A range of programmes to support identified parents/pupils, including:
 - Providing and /or leading 1:1/small group sessions;

- Opportunities for children to express their views/feelings;
- Support identified pupils through therapeutic play and mentoring as appropriate
- Pupil's and parent's self-esteem and confidence;
- Anger/behaviour management for pupils and/or parents groups;
- Parenting skills;
- SEMH support at lunchtime
- Work plans to address any pupil/parent needs;
- Lead on parent workshops.
- Proper supervision of excluded pupils, planned programme of work for child to complete, and planned, staged programme of reintegration into class.

Develop parental participation in the school and community

Build relationships with parents to:

- Build a bridge between home and school;
- Promote positive dialogue and good relations between parent/carers and teachers about children's progress;
- Encourage a more positive involvement in all aspects of school life and ensure they attend necessary progress meetings;
- Increase the involvement of target parents to ensure all ethnic, religious and socio-economic groups are represented in parent/carer and child opportunities;
- Discuss and develop ways of resolving problems;
- Provide support access to training and education at adult level;
- Promote community cohesion through parent participation in school activities;
- Encourage parents to access on, and off-site opportunities for their own, and their children's development.
- To support parents with SEND, including attending meetings and supporting parents with SEND paperwork.

Support children and families through transition

- Support parents to make transition across Key stages and schools.
- Support other school staff to engage pupils with learning and minimise disruptive behaviour.
- Run intervention groups to support learning.

Support families to improve attendance and punctuality

- Support families as requested/identified by school including meetings to support parents in addressing difficulties, and devise preventative measures;
- Work with the Breakfast Club/After School Club to create support for parents/carers as required.

Safeguarding & Knowledge

- Recognise and report any concerns about pupils' safety, wellbeing, behaviour or development, following school safeguarding procedures.

- Maintain safe working practices, professional boundaries and confidentiality when working with pupils.
- Support pupils' wellbeing, inclusion and positive behaviour, ensuring a safe and secure learning environment for all.

- This job description outlines the duties of the post at the time of publication.
- Hours and responsibilities may be adjusted to meet the needs of the school.
- The post holder may be asked to carry out other reasonable duties without changing the role's general responsibilities.
- Priorities will be reviewed annually through performance management.

PERSON SPECIFICATION

Areas	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Safeguarding – Child Protection Training • GCSE or equivalent in English writing, oral communication and ICT • Level 3 and above 	<ul style="list-style-type: none"> • Therapeutic intervention including mentoring
Experience	<ul style="list-style-type: none"> • Experience of working with Parent/Carers and individual children to support them with barriers to learning • Experience of working in school with SEND • Experience and knowledge of Child Protection/Child in Need cases where you have had an impact in supporting a child or family 	
Skills	<ul style="list-style-type: none"> • To be a successful team member who contributes effectively to the school team and supports colleagues • To be able to work in partnership with external agencies and professionals to achieve the best outcomes for pupils and their family 	

Cygnus Academies Trust

Job Description and Person Specification



	<ul style="list-style-type: none"> To effectively organise, lead and manage individual cases leading to positive outcomes To work alongside the DSL dealing with individual cases and attending case conferences and professional meetings To deal with children with warmth, care and understanding, setting clear and appropriate boundaries and standards of behaviour Use ICT competently for professional purposes Be able to write reports and communicate effectively orally and in writing for a range of purposes linked to the role Have excellent time management and organisational skills 	
Knowledge & Understanding	<ul style="list-style-type: none"> Knowledge of professional and other agencies that can be accessed in order to support individual families Knowledge of the requirements of statutory safeguarding and child protection procedures Knowledge of SEND professional meetings required to meet the individual needs of pupils 	
Safeguarding & Professional Conduct	<ul style="list-style-type: none"> Commitment to safeguarding and promoting the welfare of children; Ability to maintain professional boundaries; Ability to report concerns promptly and appropriately 	