

## Job Description

<b>POST:</b>	<b>Pastoral Support Co-ordinator</b>
<b>RESPONSIBLE TO:</b>	<b>SENCO and Behaviour Lead</b>
<b>SALARY:</b>	<b>Grade 6</b>
<b>LOCATION:</b>	<b>Grange Park Primary School</b>
<b>WORKING PATTERN:</b>	<b>30 hours per week. Term time, plus 1 week.</b>
<b>CONTRACT:</b>	<b>Permanent</b>
<b>DISCLOSURE LEVEL:</b>	<b>Enhanced DBS</b>

### Main Purpose:

To provide high-quality pastoral support for pupils, with a strong focus on mental health and behaviour. The role will involve supporting children with low-level anxiety, school avoidance, and challenging behaviour; working with families to strengthen home-school links; and empowering staff to respond effectively to children's needs. The post-holder will work closely with the SENCo and Behaviour Lead to ensure a joined-up approach across school.

### SPECIFIC RESPONSIBILITIES:

#### Pupil Support:

- A first point of contact to provide immediate reactive support to children displaying challenging behaviours.
- Expert knowledge of a range of emotional support needs and an understanding of the needs of specific pupils in order to build relationships with them; highly developed care and intuition skills to meet the demands of children demonstrating a spectrum of challenging behaviour or emotional need.
- Work directly with pupils experiencing mental health difficulties, including low level anxiety and school avoidance, leading on targeted support for affected pupils to ensure their safety and access to learning activities.
- Highly developed advocacy and counselling skills to persuade children into positive actions and decision making that they may not otherwise have chosen.
- Plan, deliver and evaluate targeted small-group and 1:1 intervention to support children with emotional wellbeing and behaviour needs, to support and promote:
  - awareness of own and other people's emotions
  - development of an increased range of emotional vocabulary
  - management of stress, grief, anger and conflict
  - development of social interaction skills
  - development of the ability to initiate and maintain friendships
  - promotion of a realistic self-concept and good self-esteem

- Monitor, record, and report on pupil progress and the impact of intervention; ability to explain orally and in writing complex and contentious information in order to provide reports to appropriate colleagues and other relevant stakeholders.
- Demonstrate the necessary pastoral care to enable children to feel secure and happy.
- Work alongside colleagues to support pupils within our Base 1 provision.
- Understand and support difference and ensure all pupils have equal access to opportunities to learn and develop.

### **Parental Support:**

Liaise with parents in line with school policies and under own initiative to -

- Build positive relationships with parents/carers to strengthen home-school partnerships.
- Meet with families to provide guidance and practical strategies to support behaviour and mental health at home.
- Signpost families to external agencies where appropriate.

### **Staff Support:**

- Take responsibility for upkeep of relevant CPD as the role demands and share knowledge and ideas from training/supervision sessions with other school staff as appropriate.
- Ability to organise and take initiative for own workload, and how and when duties are carried out. Ability to respond independently to unexpected problems and situations.
- Deliver CPD sessions and guidance for staff on mental health, wellbeing, and effective behaviour management strategies.
- Liaise, advise and consult with other relevant school staff supporting children as appropriate.

## **WIDER RESPONSIBILITIES**

- Work in close partnership with the SENCo and Behaviour Lead to ensure coordinated provision for pupils.
- Contribute to whole-school behaviour and mental health policy development.
- Work collaboratively with the Senior Leadership Team, DSL, SENDCo, Class Teachers, Support Staff, and external agencies.
- Uphold safeguarding responsibilities, ensuring the safety and welfare of all pupils; demonstrate understanding of and compliance with procedures relating to child protection, health, safety and security, confidentiality and data protection.
- Promote inclusion and ensure that every child has the opportunity to thrive socially, emotionally, and academically.

- Undertake other duties from time to time as required by the Headteacher.
- Contribute to the overall ethos and aims of the school.

### Safeguarding Children -

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

### English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

# Pastoral Support Co-ordinator

## Person Specification

### Our Values and Vision

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

### Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

#### Achievement - Academic

We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

#### Achievement - 'letting your light shine'

All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

#### Achievement - relationships (Starfish Principle)

Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

### Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

The Trust Board sees all members of the Trust's staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they

are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

## Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>A recognised UK Level 3 qualification, such as A or T Levels or HND or NVQ in a relevant discipline.</li> <li>Training or qualification in mental health first aid, counselling or behaviour support.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate First Aid Training</li> <li>ELSA qualification</li> </ul>
Experience, Skills and knowledge	<ul style="list-style-type: none"> <li>Experience of working with children in an educational, social care, or mental health setting.</li> <li>Comprehensive knowledge of national curriculum and the principles of child development, behaviour management strategies and children's mental health.</li> <li>Comprehensive knowledge of relevant policies/codes of practice and commitment to adhering to these.</li> <li>In depth knowledge of inclusion, especially within a school setting.</li> <li>Ability to exchange orally and in writing complex and contentious information with a range of audiences</li> <li>Ability to develop and maintain positive and trusting relationships with all stakeholders, including pupils, parents and colleagues.</li> <li>Highly developed personal caring skills to meet a wide range of behavioural and emotional need.</li> <li>Strong emotional resilience and self awareness when dealing with challenging and sensitive situations.</li> <li>Ability to respond calmly and effectively in moments of high need.</li> <li>Discreet with a good understanding of confidentiality.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working in a school setting</li> <li>Experience of school MIS systems and safeguarding platforms such as Scholarpack, Arbor and MyConcerns.</li> <li>Experience of delivering workshops or CPD to adults</li> <li>Knowledge of relevant external support services for families and children.</li> </ul>

	<ul style="list-style-type: none"> <li>• Flexible and adaptable to respond to changing needs of pupils and wider school.</li> <li>• Good ICT Skills.</li> <li>• An understanding of the impact of decision making on wider school resources and budgets.</li> <li>• Ability to work to deadlines and under pressure.</li> <li>• Commitment to own development with a willingness to attend training sessions, meetings and keep up to date with all professional developments in order to inform and support others.</li> </ul>	
Other	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of children and young people; willingness to undertake appropriate professional training to support this.</li> <li>• Willingness to undergo appropriate checks, including enhanced DBS Checks.</li> <li>• Motivation to work with children and young people.</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</li> <li>• Be aware of and comply with school policies and procedures (e.g. child protection, equal opportunities, health and safety, data protection, confidentiality, Staff Code of Conduct).</li> <li>• Attend and participate in meetings as required.</li> <li>• Knowledge of staff code of conduct, setting a good example to others in terms of dress, punctuality, attendance and conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of KCSIE and wider safeguarding practices.</li> </ul>

**Signed:**

Employee:		Line Manager:	
Print Name		Print Name	
Date		Date	