

Milton Keynes Council – Role Profile

Role Title: Pastoral Support Worker (Learning Mentor/Parent support worker/Attendance officer)

Service Group: **Children and Families**

Accountable to: **Pastoral Lead/Head of School**

JE Ref: **JE2448**

Grade: **F**

Date: **March 2024**

Purpose of job

To be a pastoral support worker and a Designated Safeguarding Lead (DSL) including:

To work with teaching and support colleagues to identify pupils in need of help overcoming barriers to learning. To personally deliver appropriate packages of personal support to pupils in conjunction with colleagues, families and external agencies.

To monitor and report on whole-school attendance data, analysing data to identify key areas of concern. To work closely with pupils, staff, parents and carers to reduce levels of absence.

Key Objectives

1	Liaise with teaching staff to identify and assess the needs of pupils requiring additional support to overcoming barriers to learning.
2	In conjunction with teaching staff, Learning Support colleagues and external agencies, develop individual action plans for targeted pupils
3	Develop meaningful relationships with targeted pupils to encourage their engagement with raising personal achievement.
4	Build positive relations with parents/carers to encourage family involvement in their child's attendance. Maintain contact with pupils' families/carers to inform them of progress and issues and encourage their active participation in pupils' action plans. This may include supporting members of the family directly or signposting/referring them to external support.
5	Analyse pastoral progress through observation and consultation and provide qualified input into pupil reviews and assessments
6	Produce and interpret attendance reports(in conjunction with the Data Manger), identifying key statistics, reasons for absence and any patterns of concern, track

	attendance of vulnerable groups of pupils and thus Identify pupils that need additional support to improve their attendance
7	Manage the process of issuing penalty notices to parents
8	Personally provide extra support to pupils through knowledge of a range of activities and opportunities available to them - this includes identifying appropriate interventions to improve attendance for particular groups or individual pupils
9	Collate information and maintain records of pupil achievement and attendance
10	Support the transition of pupils between phases
11	Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies and as designated safeguarding lead (DSL) promote the best interests of pupils, including sharing concerns where necessary and promote the safeguarding of all pupils in the school

Schools benefit from a flexible approach to working arrangements – because of this, the tasks and responsibilities listed here are not definitive. Head Teachers may require particular additional duties to be undertaken to suit the specific school’s requirements and these may be incorporated in the role requirements as long as they are at a similar and appropriate level to the other listed duties.

Scope

- May be required to participate in home visits to support pupils and discuss issues and progress with families
- Select and adapt appropriate resources/methods to facilitate agreed learning activities
pastoral activities
- Monitor and record pupil responses and learning and pastoral achievements, drawing any problems which cannot be resolved to the attention of teachers
- Be responsible for the preparation, maintenance and control of stocks of materials and resources

Work Profile

- No formal supervisory responsibility
- Assess priorities and manage working time independently but co-ordinate with others to ensure a joined-up approach to pupil interventions
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- To adhere to school local and national authorities guidelines and exercise professional discretion at all times.

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Participate in training and other learning activities and performance development as required
- Contribute to the overall ethos/work/aims of the school
- Attend relevant meetings
- To maintain confidentiality

Other information

Milton Keynes Council is committed to safeguarding and promoting the welfare of children and vulnerable adults. All employees are expected to share this commitment, to follow the Council's safeguarding policies and procedures and to behave appropriately towards children and vulnerable adults at all times, both in work and in their personal lives.

SPOKEN ENGLISH FLUENCY DUTY REQUIREMENT - The ability to converse at ease with members of the public and provide advice in accurate spoken English is essential for this post.

All school based posts are defined as Regulated Activity and therefore this post is subject to an Enhanced with Barred List Criminal Records Bureau check.

Person Specification

Skills and Knowledge		Level	Assess by;
<u>A</u> ttainable	Successful applicants will be expected to obtain the denoted qualifications or experience within an agreed period of time	<u>A</u>	A Application I Interview T Testing R Reference
<u>D</u> esirable	Applications will be preferred from candidates with the denoted qualifications or experience	<u>D</u>	
<u>E</u> ssential	Applicants without the denoted qualifications or experience will not be considered for this role	<u>E</u>	
Qualifications	NVQ 3 Teaching Assistant qualification or equivalent	X	A
Skills / Experience	Significant experience of working with individuals and small groups to encourage participation and engagement in education	X	A,R
	Working directly with pupils in a school setting	X	A,R
Competencies		Level	Assess by;
<u>A</u> wareness	Demonstrable aptitude and ability to develop in the particular work area	<u>A</u>	A Application I Interview T Testing R Reference
<u>S</u> ignificant	Clear competence in the work element sufficient for all role requirements	<u>S</u>	
<u>E</u> xtensive	Sufficient expertise in the work element to lead and mentor others, and influence policy and practice	<u>E</u>	
Planning and organising work	Ability to assess priorities and work flexibly with others to maximise effectiveness of pupil interventions	X	I,R
Planning capacity and resources	Securing and deploying school resources in the provision of pupil support	X	I,R
Influencing and interpersonal skills	Engaging with pupils to understand their needs and assisting them to fully participate in overcoming barriers to learning	X	I,R
	Developing meaningful relationships with families and other support groups to help focus on the needs of pupils	X	I,R
Using initiative	Ability to adapt to changing circumstances quickly and appropriately, using novel approaches where indicated	X	I,R
Working independently	Setting own priorities (in consultation with teachers and other colleagues) and dealing authoritatively with situations when working alone	X	I,R
Managing people	Understanding the needs and priorities of others in co-operative working	X	I,R
Managing resources	Maintaining equipment	X	I,R
	Maintaining accurate and highly confidential records	X	I,R
Managing risk	Full awareness of safeguarding and child protection issues, procedures and codes of practice	X	I,R
Managing oneself	Awareness of opportunities for self-improvement at all times	X	I,R

