

Job Description

Job Title	Pastoral Support Officer
Grade	G
Responsible To	Vice Principal / Assistant Vice Principal / Designated Safeguarding Lead / Education and Welfare Support Officer / Behaviour Manager
Staff Managed	None
Job Family	Pastoral Support
Job Purpose:	To support the welfare and progress of students in their learning, behaviour and transitions
Job Context:	Leads on pastoral support to pupils, providing advice and guidance and implementing agreed plans to encourage learning and overcome barriers to learning. Works with students in school who are experiencing complex emotionally demanding situations due to outside influences, requiring sensitivity.
Accountabilities / Main Responsibilities	
Operational Issues	<ul style="list-style-type: none"> ● Develop and maintain professional relationships with students, providing mentoring support to targeted students ● Provide both proactive and reactive support to students, including mentoring sessions and behaviour interventions, where appropriate ● Attend lessons and form time with students, where appropriate, to review and support their day ● Coordinate the supply of references on students to further education establishments and employers ● Organise the collection of statements from pupils following an incident ● Deal with queries and problems in relation to students ● Deal with all correspondence in relation to student welfare and behaviour ● Support the transition process for students e.g when moving schools/further education establishments or moving into employment ● Supervise students sent out from lessons ● Plans schedule of work missed for students sent home for non-compliance of school rules and support the reintegration of those who have been absent ● Receive unwell students and contact their parents as necessary ● Monitor students attendance and punctuality and work with them to improve it ● Work with teaching staff to undertake assessments of pupils to determine those in need of particular help and develop a support plan of appropriate interventions and action ● Work with SENCO to closely support the educational, social, emotional and developmental needs of identified students and support identification of pupils with SEND who will require additional support and/or interventions ● Support students in accessing learning by working with teaching staff to reinforce strategies, address barriers, and promote academic progress
Communications	<ul style="list-style-type: none"> ● Provide advice to pupils relating to their social, health, hygiene and emotional development needs ● Provide feedback to pupils in relation to their progress, achievement, behaviour and attendance ● Provide information and advice to pupils to enable them to make choices of their own ● Act as the first point of contact for parents and students when personal matters affect learning ● Attend meetings as appropriate ● Liaise with other school staff raising awareness of issues with particular students and advising staff on proposed support plan ● Act as a point of contact for parents of identified students

Partnership or Corporate Working	<ul style="list-style-type: none"> ● Work with external agencies to support students and their families seek the help that they require ● Share information about students with teachers and other professionals as required ● Participate in meetings with staff, external agencies and parents, regarding students ● Participate in staff meetings ● Plan, develop, deliver and review intervention programmes appropriate to the identified
Skills Development	<ul style="list-style-type: none"> ● Practice Continuous Professional Development ● Attend team meetings ● Plan, develop, deliver and review intervention programmes appropriate to the identified needs of pupils
Safeguarding	<ul style="list-style-type: none"> ● To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate ● Share information with teaching and support staff about at risk and vulnerable students, within the boundaries of confidentiality
Systems and Information	<ul style="list-style-type: none"> ● Record information on pupils behaviour on the appropriate system ● Record information on pupils truancy from school ● Record information of exclusions
Planning and Organising	<ul style="list-style-type: none"> ● Assist in the development and implementation of appropriate student wellbeing strategies
Data Protection	<ul style="list-style-type: none"> ● To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Health and Safety	<ul style="list-style-type: none"> ● Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. ● To work with colleagues and others to maintain health, safety and welfare within the working environment.
Equalities	<ul style="list-style-type: none"> ● We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities. ● Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement. ● Develop your own understanding of equality issues.
Flexibility	<ul style="list-style-type: none"> ● Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. ● Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager. ● Permanent & significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures
Customer Service	<ul style="list-style-type: none"> ● The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. ● The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. ● Understand your own role and its limits, and the importance of providing care or support.

Person Specification

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Responsible To	Vice Principal / Assistant Vice Principal / Designated Safeguarding Lead / Education and Welfare Support Officer	
Staff Manage	None	
Job Family	Pastoral Support	
Essential		Desirable (if not attained, development may be provided for successful candidate)
Knowledge		
<ul style="list-style-type: none"> ● An understanding of the potential barriers to learning and attending school faced by children and young people and how they can be overcome ● Knowledge of Safeguarding legislation and procedures ● Knowledge of the different transition periods of a student and how to offer support ● Knowledge of the different opportunities available to students post school education ● Knowledge of behavioural management techniques ● An understanding of child development 		<ul style="list-style-type: none"> ● Knowledge of Health & Safety regulations ● Knowledge of the schools policies and procedures
Experience		
<ul style="list-style-type: none"> ● Experience of working with young people of relevant age 		<ul style="list-style-type: none"> ● Experience of multi-agency working ● Experience of counselling or mentoring young people
Occupational Skills		
<ul style="list-style-type: none"> ● Excellent interpersonal communication skills and the ability to influence, engage and motivate children and young people ● Analytical skills to assess the challenges faced by students ● Ability to relate well to young people ● Good organisational skills ● Ability to prioritise and manage own workload ● ICT skills ● Creativity and problem-solving skills ● Sensitivity and caring skills 		
Qualifications		
<ul style="list-style-type: none"> ● NVQ Level 3 qualification 		<ul style="list-style-type: none"> ● Counselling qualification ● ELSA qualification ● Appropriate first aid training (<i>dependant on the school's needs</i>)
Other Requirements		
<ul style="list-style-type: none"> ● Enhanced DBS clearance ● To be committed to the school's policies and ethos ● To be committed to Continuing Professional Development ● Motivation to work with children and young people ● Ability to form and maintain appropriate relationships and personal boundaries with children and young people ● Emotional resilience in working with challenging behaviours and attitudes ● Ability to use authority and maintaining discipline 		