

## Job Description

<b>POST:</b>	<b>Pastoral Support &amp; Administrator</b>
<b>Hours:</b>	<b>35 hours per week, part time, term time only (39 weeks), permanent 8:30am – 4:00pm Monday – Friday (with 30 minutes for lunch)</b>
<b>RESPONSIBLE TO:</b>	Headteacher
<b>SALARY:</b>	Grade H – Point 17-22
<b>LOCATION:</b>	Budbrooke Primary School, Styles Close, Hampton Magna, CV35 8TP
<b>WORKING PATTERN:</b>	Monday to Friday
<b>DISCLOSURE LEVEL:</b>	Enhanced DBS Check
<b>KEY RELATIONSHIPS:</b>	Headteacher, Deputy Headteacher, Office Manager, Teachers and other support staff, external agencies e.g. social services

### RESPONSIBLE FOR:

### MAIN PURPOSE:

We are seeking an enthusiastic, highly organised and professional individual to join our school as a Pastoral Support & Administrator. This role requires a proactive and compassionate person who can provide high-quality administrative support to the school office and support students with personal, social, developmental and behavioural problems to help them identify and realise their potential both inside and outside school.

Work with outside agencies, regular contact and meetings with parents, work with pupils on a 1 to 1 and group basis, keeping up to date with trust and national attendance initiatives and requirements. Work with families to promote good attendance and punctuality.

### Supporting Pupils and Staff

- Work in liaison with SENCo, Senior Staff and, pupils who need support with personal, social, emotional and behavioural issues.
- Administer and co-ordinate a referral system for students identified for Pastoral Support.
- Develop 1:1 and group activities for students on identified issues, such as anger management, raising self-esteem and emotional literacy as appropriate.
- Develop preventative strategies related to personal problems, behavioural issues, examination stress, decision making, anxiety and relationship issues.
- Develop and maintain positive relationships with students needing support.
- Attend appropriate meetings to discuss options for levels of Pastoral support with parents and Senior staff.
- Co-ordinate students support strategies with external agencies such as CAMHS, Young Carers, Social Services and medical professionals.
- Respond to urgent issues requiring immediate support.
- Facilitate the sharing of information through participation in multi-agency case conferences.
- Monitor the progress and improvement of students through evaluation of outcomes from support sessions.
- Keep regular and confidential records relating to student

## **Essential Criteria**

- Experience of working in an administrative or customer-facing role, preferably within an educational or child-centred environment.
- Excellent organisational and administrative skills, with the ability to manage a varied workload and prioritise tasks effectively.
- Strong communication and interpersonal skills, with the ability to build positive relationships with pupils, parents, staff and external professionals.
- Ability to maintain confidentiality and handle sensitive information with discretion, professionalism and integrity.
- High levels of accuracy and attention to detail when maintaining records, reports and correspondence.
- Competent ICT skills, including Microsoft Office applications (Word, Excel, Outlook and Teams).
- Ability to work effectively both independently and as part of a team.
- A calm, approachable and empathetic manner, particularly when supporting pupils and families who may require additional assistance.
- Understanding of the importance of safeguarding, pupil welfare and promoting positive outcomes for young people.
- Ability to work flexibly, remain resilient under pressure and respond appropriately to changing priorities.
- A positive, proactive and solution-focused approach to work, with a commitment to supporting the wider aims and values of the school.
- Willingness to undertake relevant training, including First Aid and safeguarding training as required.

## **Desirable Criteria**

- Previous experience working within a school, college or educational environment.
- Knowledge and experience of school Management Information Systems, particularly Arbor.
- Understanding of pastoral support processes, pupil welfare and safeguarding procedures.
- First Aid qualification or previous First Aid experience.

## **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.

## **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.

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good level of Education, Educated to at least GCSE/grade 4 (grade C) or above in English and Maths ,</li> <li>• NVQ 3 or equivalent in a related area learning &amp; development support service or equivalent qualification, or experience in a relevant discipline</li> </ul>	<ul style="list-style-type: none"> <li>• Previous experience (or formal training and experience in schools)</li> <li>• School Administrator Certificate</li> <li>• Knowledge/experience in using Arbor</li> </ul>
<b>Experience, Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Experience of working in an education setting</li> <li>• Experience of working with pupils demonstrating challenging behaviours</li> <li>• Ability to deal with unexpected problems/situations.</li> <li>• Ability to respond to varied problems or develop solutions.</li> <li>• Able to use all office equipment and has knowledge of administrative and word processing software packages.</li> <li>• Able to develop and maintain good relationships with colleagues, parents, pupils and can gather, receive or exchange information on an everyday basis.</li> <li>• Good organising, planning and prioritising skills</li> <li>• Experience of working in a busy environment</li> <li>• Methodical with good attention to detail</li> <li>• Ability to relate well to children and adults</li> <li>• Ability of identify own training &amp; development needs</li> <li>• Knowledge of relevant policies/codes of practice &amp; awareness of relevant legislation</li> </ul>	
	<ul style="list-style-type: none"> <li>• Takes responsibility and accountability</li> <li>• Demonstrates a flexible and "can do" attitude</li> <li>• Is adaptable to change, embraces and welcomes change</li> <li>• Committed to the provision and improvement of a quality service</li> <li>• Effective communicator</li> <li>• Self-motivated and committed to delivering a high standard of work</li> <li>• Ability to work well under pressure</li> <li>• Be friendly, resilient and solution focus, with a genuine commitment to supporting the wellbeing, attendance and achievement of pupils.</li> <li>• Demonstrate a positive, professional attitude, excellent attention to detail and a wiliness to contribute to the wider life of the school</li> </ul>	

<b>Other</b>	<ul style="list-style-type: none"><li>• Commitment to safeguarding and promoting the welfare of children and young people</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></ul>	
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