

Job Description



Academy	St Regis Church of England Academy
Position	Pastoral Support Officer
Salary	TST Grade 5 SCP 7-9 Actual salary from £22,928 (pay award pending)
Contract	Permanent, 37 hours per week, TTO + 6 days
Responsible to	Assistant Principal - Inclusion

All staff have a pivotal role to play in every student's spiritual, moral, social and cultural development. Through our mission to ensure that every student experience's life in all its fullness, we ensure that we support each student through the promotion of our Christian values. This mission and our values underpin the work of every member of staff in all of our academies.

The duties outlined in this job description will be reviewed with the post holder on an annual basis in line with the academy's performance management procedures. It may be modified by the Principal with the agreement of the post holder, to reflect or anticipate changes in the job commensurate with the salary and job title.

Statement of Purpose

To support students with personal, social, developmental and behavioural problems to help them identify and realise their potential both inside and outside school.

Support to Students and Staff

- Support, in liaison with the Inclusion team, students with personal, social, developmental and behavioural problems
- 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 other members of the Inclusion team
- Supervise pupils excluded from the classroom during timetabled lesson as required
- Co-ordinate students support strategies with external agencies such as Camhs, Young Carers, Social Services and School Nurse
- Be part of the "on-call" team to 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.
- To provide personal, administrative and organisational support to the Inclusion Team
- Keep regular and confidential records relating to students

Support to Teacher

- To act as Cover Supervisor during teacher absence under the direction of a teacher/designated member of staff. *Cover will be in accordance with the nationally agreed protocols and as provided for in the Education Act 2002. (The role of Cover Supervisor will be to supervise and take sole responsibility, for short term cover only, for a*

class/group who are undertaking pre-planned work or where pupils are able to undertake effective, self directed learning ^{1 [1].})

- Support teachers in the development and implementation of Individual Behaviour Plans

Support for Home/School Links

- Establish home/school links for students receiving Pastoral Support
- Maintain regular contact with families/carers of students in need of extra support, to keep them informed of the student's needs and progress and to secure positive family support and involvement

Operational Responsibilities

- To support and uphold academy policies.
- Promote and safeguard the welfare of children and young persons you come into contact with.
- 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.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the academy.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with student needs as appropriate during the academy day.

Post holder signature	
Principal signature	
Date	

Person Specification

Essential Criteria	Measured by
Experience <ul style="list-style-type: none"> • Experience of working with pupils demonstrating challenging behaviour or dealing with disadvantaged circumstance within an alternative education (or equivalent) environment. 	Application form / interview
Qualifications/Training <ul style="list-style-type: none"> • Very good numeracy/literacy skills equivalent to GSCE C and above. • NVQ 3 for TA (or equivalent qualification/experience. 	Application form / interview
Knowledge/Skills <ul style="list-style-type: none"> • Ability to work effectively with, relate to and earn the trust of young people, families and carers. • Ability to work effectively with, relate to and earn the trust of teaching staff, senior management and external agencies. • Able to engage and work with young people, including those we are disaffected. • The ability to identify the challenges and barriers that many young people experience and to engage in strategies to help them to overcome these. • The ability to work with flexibility and resilience, adapting to changing circumstances and student needs. • A commitment to diversity, equity and inclusion in education. • An active listener. • A team player. • An ability to negotiate and plan individual goals. • Good communicator with adults and young people, both verbally and in writing. • Good time management skills. • Able to work under pressure and to meet deadlines. • Able to maintain confidentiality. 	Application form / interview

<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Customer focused. • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills 	<p>Application form / interview</p>
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Note 1: In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- *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 to use of authority and maintaining discipline.*