

**JOB DESCRIPTION: Learning and Pastoral Support Coordinator**

Grade: Scale 5 Spine Point: 12 - 15

Effective from: September 2026

The Learning and Pastoral Support Coordinator will deliver high-quality educational support and enhance student wellbeing, emotional resilience, and academic achievement. Working within the ASD Base and responsible to the ASD Base Lead, the role involves working collaboratively with teaching staff and the Base Lead to maximise learning delivery. The post holder will mentor individual and small groups, coordinate daily timetables and manage pupil focussed administration.

### Responsibilities

#### Student Support

- Ensure that all identified pupils make excellent holistic progress while promoting high expectations and secure standards in terms of pupil behaviour and safety
- Provide targeted support and mentoring to individual and small groups of pupils who require additional support to overcome barriers to learning, as directed by the ASD Base Lead
- Be responsible for monitoring, setting, and reviewing individual targets for pupils
- Maintain accurate pupil records and prepare written reports, interventions, and evaluations
- Monitor daily pupil progress and attainment, ensuring all identified pupils are happy, safe, and secure at St John Bosco College
- Supervise pupils excluded from class or those following alternative timetables
- Arrange and promote activities for identified groups of pupils, and implement an effective rewards system for all identified pupils
- Provide extra support to pupils through knowledge of a range of activities and opportunities available to them

#### Support for ASD Base Lead

- Support the ASD Base Lead as the leading professional with administrative tasks and pupil-focused paperwork
- Collate data and track/coordinate additional support to prepare for TAC meetings, Annual Reviews, and EHCP amendments
- Conduct Annual Reviews as directed by and in cooperation with the ASD Base Lead
- Support the ASD Base Lead by monitoring pupil progress, ensuring appropriate provision is being delivered, and updating the provision map/support plans to reflect ongoing changes
- Provide a significant presence around the ASD Bases at all times throughout the day
- Lead on daily timetables and support plans

## Support for the Curriculum

- Contribute to the planning for teaching and learning by working closely with subject teachers and the ASD Base Lead to maximise the delivery of learning
- Regularly monitor, mentor, and liaise with staff across the school to ensure consistency of interventions
- Assist the Base Lead with the observation of classroom support work and small group work to maintain high standards of delivery
- Ensure that all teaching staff are kept informed of individual pupils' needs and how best to respond to them in a classroom setting

## Support for the School

- Liaise and work closely with Heads of House and other pastoral staff to ensure that pupils' behaviour issues are dealt with appropriately
- Liaise and work effectively with the School Chaplain to provide pastoral care and spiritual growth opportunities to all pupils
- Build links and develop partnerships with external organizations and professional agencies to set up resources, coordinate support, and help address barriers to learning
- Develop and promote excellent relationships with parents and carers, ensuring good practice is followed in all matters relating to parental involvement
- Refer to external organisations who will work with parents and carers to help address issues around performance, attendance, and behaviour
- Secure excellent attendance from all pupils and liaise with the Educational Welfare Officer.
- Support the smooth transition of pupils between phases, actively liaising with primary schools or Heads of House where appropriate.
- Support the management of any "in-year-fair-access" admissions.

## Continuing Professional Development

- Take responsibility for personal professional development in conjunction with the line manager, keep up-to-date with research and developments related to school efficiency which may lead to improvements in the day-to-day running of the school
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available

## Safeguarding

- Be vigilant to safeguarding concerns – identifying and reporting concerns ensuring that your line manager is made aware and kept fully informed of any concerns which you may have in relation to safeguarding and/ or child protection
- Support safeguarding processes by recording concerns accurately on CPOMS
- Work within statutory safeguarding guidance and school policies at all times
- Be fully aware of and understand the duties and responsibilities arising the school's Child Protection Policy

## Other Duties

- To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2024 and Working Together in relation to child protection and safeguarding children and young people as this applies to the worker's role within the organisation
- To be fully aware of the requirement as set out in Keeping Children Safe in Education
- Actively promote Equality and Diversity throughout the school

- Handle sensitive information with the highest level of discretion and maintain confidentiality at all times. Ensure data is kept in line with legal rights
- Flexibility to work occasional hours, outside of the regular school day, as needed
- To carry out any other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibilities of the post as requested by the Headteacher

## General

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Changes can be made to this job description under consultation to reflect the changing needs of the role at any time.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

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Outline of Key Abilities

You are asked to focus upon demonstrating the extent to which you meet each of the selection criteria when writing your personal statement which you will find under Section 6 of the application form. Please read the candidate guidance under that section

Key:

**E – Essential    D – Desirable    A – Application Form    I – Interview/Selection Process**

Experience and Attributes		E	D	A	I
1	Experience working with children of relevant age in a related learning environment	√		√	√
2	Experience in mentoring young people with challenging behaviour and other barriers to learning	√		√	√
3	Ability to work with pupils who have difficulties with social communication, have a diagnosis of ASD and/or present with some social, emotional or mental health needs	√		√	√
Qualifications		E	D	A	I
4	GCSE (or equivalent) grade C4 or above in English and Mathematics	√		√	√
5	Recent and relevant professional development		√		√
Knowledge and Skills		E	D	A	I
6	Functional ICT skills	√		√	√

7	Ability to grasp new technology and harness the potential to support provision for learning	√		√	√
8	Ability to enthuse, inspire and develop students	√		√	√
9	Ability to recognise the needs of students and raise standards	√		√	√
10	Ability to recognise the needs of pupils and respond to them appropriately	√		√	√
11	Working knowledge of relevant polices/codes of practice/legislation		√	√	√
12	Excellent communication, interpersonal and organisational skills	√		√	√
<b>Personal Attributes</b>		<b>E</b>	<b>D</b>	<b>A</b>	<b>I</b>
13	Committed to supporting the distinctive nature of a Catholic school and promoting the educational principles of St John Bosco	√		√	√
14	Work constructively as part of a team, understanding classroom roles and responsibilities	√		√	√
15	Genuine enjoyment of working with young people	√		√	√
16	Commitment, enthusiasm and energy	√		√	√
17	Willingness to be involved in the wider life of the school community.	√		√	√
18	Personal integrity and the drive to do what is best for the students	√		√	√
<b>Other</b>		<b>E</b>	<b>D</b>	<b>A</b>	<b>I</b>
19	Willingness to undertake training in basic first aid	√			√
20	Committed to supporting and promoting the extra-curricular life of the school	√		√	√
21	Commitment to inclusion for all	√		√	√

