

## Job description: Pastoral & Emotional Support Worker

<b>Location</b>	Meadow Park Academy, Reading
<b>Contract term</b>	Fixed Term
<b>Full time/term time</b>	Full time or Part time considered/Term time
<b>Pay range</b>	RG4 SCP 11-17 pro rata
<b>Reporting to</b>	SENDCo/SLT

### Job purpose

1. To provide a high-quality therapeutic play service to pupils experiencing a wide range of emotional problems.
2. To provide support, guidance and advice to parents, carers and the school.
3. To observe confidentiality and to support the school's endeavour to provide excellent teaching and learning for all students.
4. Contribute to the safeguarding and promotion of the welfare and personal care of children and young people
5. To work as part of a team to ensure the efficient and effective running of the Inclusion Team.

### Main duties and responsibilities

- To be responsible for confidential counselling and play therapy services to students as needed.
- To be responsible for advice and support to staff.
- To be responsible for maintaining appropriate and confidential records.
- To liaise with the Designated Safeguarding Lead on a frequent basis.
- To provide regular audit information such as numbers, age range and types of problems to the SLT.
- To have a thorough knowledge of the Mental Health provision locally and nationally.
- To continually review and evaluate the service.

### Support for Pupils

- To liaise with the SENDCo and Inclusion Team to prioritise and submit Emotional Support referrals.
- To respond to requests from staff members or parents/carers to spend time with a child in a responsive capacity. (e.g. safeguarding concerns, responding after an in school or out of school incident or emotional crisis)
- To respond to requests from other professionals to provide in school support as part of Family Support work, as an extension of Educational Psychology input or as part of the actions from a child protection plan.
- To take the lead in offering bereavement counselling and signposting parents and pupils to outside agencies as appropriate.

- To use standardised assessments to establish a level of need and to assist with monitoring (e.g. Spence Anxiety Scale, Strengths and Difficulties Questionnaire, Boxall Profile)
- To deliver 1:1 emotional support interventions via the therapeutic use of arts, stories and play also including mindfulness and relaxation techniques.
- To be a presence in social areas/playground before school and at break and lunchtimes.
- To share lunches with individual children a few times per week.
- To respond to individual requests from children for a time to talk.
- To prepare and be able to deliver specific emotional literacy interventions with the understanding that the relationship with the child is key to supporting the child.
- To use empathic listening and the therapeutic environment to work with certain children to develop coping strategies where their current approach may cause behaviour issues.
- To carry out morning check-ins for children needing additional re-assurance.
- To undertake playground supervisory duty as directed.

### **Support for Parents & Carers**

- To build and develop constructive relationships with parents/carers and be a presence on the playground before school as well being prepared act as a listening ear.
- To promote the good mental health and wellbeing of parents/carers and being alert to their needs.
- To plan and run parent/carers coffee mornings and looking to invite in speakers.
- To explore opportunities for establishing a parent/carer forum.
- To assist with the Parenting Course offered in school
- To assist with form filling
- To distribute useful information, particularly to parents/carers of children with SEND or other needs.
- To sign-post to other agencies and make referrals on behalf of parents/carers.
- To be mindful, at all times, of the schools Equal Opportunities Policy.

### **School-wide Support**

- To research and produce resources to support emotional literacy in school.
- To share learning and best practice in emotional well-being and mental health with staff.
- To contribute to improvements in the PSHE and RSE curriculum.
- To support staff and pupils to operate the Therapeutic Behaviour approach in school

### **Partnership Working**

- To initiate contact with other agencies on behalf of the school and parent/carers and to liaise with all parties on a regular basis.
- To represent the school when requested at interagency or other professional meetings.

### **Professional Development Responsibilities**

- To commit and take responsibility for personal professional development, keeping up-to-date with research and developments which may lead to improvements in the counselling service provided.

- To arrange and deliver relevant training for staff as and when needs are identified.
- To develop own practice in therapeutic counselling skills.
- To attend training courses as required, including some in-service days.

### **Health and Safety responsibilities**

- To complete First Aid training and administer First Aid to any child/adult who has a minor accident.
- To ensure a child's safety and comfort if they are unwell, communicating with parents.
- To comply with all relevant standards of safety, security and hygiene, ensuring that knowledge of the standards are up to date.
- To care for, maintain and clean the school environment and play equipment.
- Minor incidents to be dealt with within the class but major issues referred to the caretaker/operations manager. This is a shared responsibility with all staff.
- To report maintenance issues to the caretaker.

### **School Development Responsibilities**

- To contribute to planning for developing good practice.
- Sharing knowledge both existing and gained through daily practices, team meetings and training.

### **Other Responsibilities**

- To undertake any other duties instructed by the Head.

This job description will be supported by the school improvement plan which may identify key distinct tasks and responsibilities for this role in the school year. These will be derived from ongoing school self-evaluation and other local/national priorities. The Post holder's duties must be carried out in compliance with the school's policies and procedures including child protection and safeguarding procedures.

These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for the successful candidate.

## Person specification: Pastoral & Emotional Support Worker

<b>Qualifications and training</b> <i>Evidenced through: Application</i>	<b>Essential</b>	<b>Desirable</b>
Level 4 or higher nationally recognised qualification in Play Therapy	✓	
Post-graduate Diploma or Masters Level in Counselling or Psychotherapy		✓
BACP Accreditation, UKCP registration or BPC		✓
Further therapeutic training or qualification in working with children and young people		✓
Excellent numeracy/literacy skills – GCSE standard in English and Maths essential	✓	
Training in relevant learning strategies e.g. literacy		✓
Specialist skills/training in curriculum or learning areas e.g. bi-lingual, sign language, ICT		✓

<b>Experience/employment record</b> <i>Evidenced through: Application/Interview/References</i>	<b>Essential</b>	<b>Desirable</b>
Experience working with children of relevant age in a learning environment	✓	
An understanding of the developmental, emotional, social and educational issues of children and young people	✓	
An awareness of range of needs of people from diverse ethnic, cultural and social backgrounds	✓	
Minimum of 2 years' post qualification experience		✓
Minimum of 1 years' experience of working with children and young people		✓
Knowledge of local mental health and CAMHS Service		✓

Knowledge of the Children's Act and legislation pertaining to children		✓
Can use ICT effectively to support learning		✓
Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies		✓
Good understanding of child development and learning processes		✓

<b>Personal qualities</b> <i>Evidenced through: Application/Interview/References</i>	<b>Essential</b>	<b>Desirable</b>
The ability to converse at ease with members of the public and provide advice and information in accurate spoken and written English.	✓	
Positive communication and listening skills	✓	
Patience, tolerance and sensitivity	✓	
Ability to work independently	✓	
Ability to work as part of a team, and lead when required.	✓	
Ability to relate well to children and adults	✓	
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	✓	
Constantly improve own practice/knowledge through self-evaluation and learning from others	✓	
Enthusiasm	✓	