STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

PASTORAL AND WELFARE OFFICER

JOB DESCRIPTION

JOB PURPOSE:

To contribute to the development of strong, effective schools with an emphasis on promoting a culture of educational excellence, within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

JOB SUMMARY:

1. Monitor and support student punctuality, attendance and behaviour and assist with the school's pastoral programme in reducing disruption and raising student achievement and progress.
2. Be responsible for managing and addressing the needs of students who need particular help to overcome barriers to learning in order to achieve their full potential.
3. Provide administration and clerical support for all aspects of the Pastoral Team.
4. Support links with the community, families and local environment.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES:

1. Supporting Learning and Teaching

1.1 Contribute to individual student records ensuring they have up-to-date details of the curriculum support, input and alternative intervention / support that has been provided.

1.2 Support the school's drive for excellent academic results by ensuring students needing intervention receive support, encouragement and guidance as appropriate and necessary to raise individual student achievement and aspirations.

1.3 Contribute to coaching, mentoring and sharing good practice, throughout the school and with partner schools.

2. Developing Self and Others

2.1 Build capacity and nurture leadership capabilities within students and staff.

3. Securing Accountability

3.1 Be accountable for the pastoral and academic performance of students within school.

3.2 Provide data and contribute to target setting within year groups in line with whole school and individual student targets.

3.3 Analyse student-tracking data, identify underperformance, and contribute to planning appropriate interventions and monitor their impact.

3.4 Keep staff and Principal informed of important information on individual students or year team issues/developments.

4. Strengthening the Community

4.1 Contribute to stakeholder engagement and communication with parents, carers and families within school.

4.2 Work effectively in partnership with external agencies including the school nursing services and other health services – organise drop-ins, vaccinations, presentations to year groups and whole school as needed.

4.3 Support activities relating to Healthy School status – lead on and co-ordinate (as needed) activities related to healthy eating including (if appropriate) after school clubs.

4.4 Secure learning opportunities within school to promote community cohesion.

4.5 Contribute to strategies for developing student leadership and student voice within the year group and the school.

4.6 Be a professional advocate for the school in all contexts.

5. Attendance and Punctuality

5.1 Monitor attendance and punctuality.

5.2 Produce weekly and half termly class and year group attendance and punctuality reports.

5.3 Work with year team to display class and year group performance in each class and on year team display boards.

5.4 Monitor punctuality (morning and lessons) daily and run detentions (break, lunch and after school) for year team – any students with 2 morning or 3 lesson lates in one week.

5.5 Make daily follow-up phone calls to parents of absent students who have been identified as at-risk of failing to achieve academically, to challenge absences and encourage early return to school.

5.6 Monitor attendance using weekly and half termly reports (above) – contact all parents by phone and/or letter where attendance is below agreed target at the end of subsequent half-terms.

5.7 For any students where overall attendance falls significantly below target, liaise with the parents to agree an action plan detailing attendance target, monitoring arrangements and actions to be taken if targets are not met, including the use of formal sanctions such as a fixed penalty notice.

5.8 Maintain an up-to-date risk register of high-risk students in designated year group i.e. those students whose attendance or punctuality is of concern and those who are at-risk of under-achieving academically where actions taken so far have been ineffective – discuss this weekly with SLT link and agree action plan for each. Ensure all information relating to above is recorded electronically in Bromcom or other agreed whole school system.

5.9 Support the timely movement of learners from lesson to lesson through presence on the corridors between each lesson.

6. Student Behaviour

6.1 Co-ordinate and supervise weekly Heads of Year detentions.

6.2 Monitor the behaviour of students and keep detailed electronic records of student behaviour including detentions, those on PT, HoY or SLT report using Bromcom or other agreed whole school system.

6.3 Assist in the creation of behaviour plans and monitor their implementation and success.

6.4 Provide advice and support to teaching staff in order to manage learners' behaviour and to minimise opportunities for poor behaviour during lessons and social time.

6.5 Ensure Learning Co-ordinators, and Senior Leadership Team link receive regular detailed information and reports (according to their level of need and involvement) on all students in the form class and year team.

6.6 Work with SLT to identify all students in year team who may need pastoral input because their behaviour in lessons, around school or outside of school is causing concern (potential high need students).

6.7 Undertake regular checks on uniform, equipment and school bag contents to ensure that students adhere to school policies.

7. Student Guidance and Support

7.1 Maintain and review a single risk register of students who are designated as being concerns relating to attendance, punctuality, behaviour and/or achievement.

7.2 Meet fortnightly with 'nurture group' students collectively (at lunchtime) to encourage high levels of attendance, punctuality, behaviour and achievement.

7.3 Contribute to comprehensive assessments of students to determine those in need of particular help.

7.4 Ensure students who are absent due to a prolonged illness, injury or incapacity are provided with adequate resources for learning at home by managing and coordinating this service.

7.5 Take steps to prevent bullying and support victims of bullying – keep records using Bromcom, of all bullying incidents and actions taken.

7.6 Where children have medical needs – ensure this is recorded on Bromcom, medical register is kept up to date and appropriate information is shared with staff as needed.

7.7 Work with Heads of Year to ensure effective use of rewards and sanctions – keep detailed records using Bromcom or other agreed whole school system.

7.8 Support with the organisation, co-ordination and running of termly celebration of achievement assemblies – including the administration and collection of information from Subject teachers, the buying and distribution of certificates and prizes; and organising assembly input including (if required) external speakers.

8. Other Responsibilities

8.1 Comply with policies relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to a nominated person.

8.2 Help organise and manage parents' evenings and support the running of open days, induction days and events for students and parents.

8.3 Support Learning Co-ordinators and administrative staff to input pastoral information into end of year reports using information recorded in Bromcom, including information on attendance, punctuality and detentions.

8.4 Organise year presentations during assembly time.

8.5 Support the delivery of enrichment activities and trips including accompanying and supervising of students as needed. Ensure effective communication of all pastoral information and events including ensuring all events, visitors or trips (and all classes, teachers affected) are included in briefing notes.

8.6 Supervise learners at before school, at break, lunchtime and after school.

8.7 Undergo First aid training and renew as and when appropriate.

8.8 Carry out any such duties as may be reasonably required by the Trust.

9. Records Management

9.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.

STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

PERSON SPECIFICATION

			Assessed by:	
No	**CATEGORIES**	**Essential/ Desirable**	**App Form**	**Interview/ Task**
QUALIFICATIONS				
1.	5 GCSEs including English and Maths at grade 9-4/A*- C.	**E**	✓	
2.	Evidence of Continuous Professional Development.	**E**	✓	
EXPERIENCE				
3.	Working with young people in an education setting.	**E**	✓	✓
4.	Providing pastoral support within an education setting.	**E**	✓	✓
5.	Using ICT to communicate, review data and present information to others.	**E**	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
6.	Ability to maintain positive relationships with students and other adults.	**E**	✓	✓
7.	Ability to speak in front of large groups of students and small groups of staff.	**E**	✓	✓
8.	Ability to work effectively and sensitively with a range of groups and individuals.	**E**	✓	✓
9.	Ability to prioritise conflicting demands, work quickly and accurately, particularly under pressure and to meet deadlines.	**E**	✓	✓
10.	Ability to work unsupervised, use own initiative and make appropriate decisions.	**E**	✓	✓
11.	Ability to address sensitive matters with a caring approach and appropriate confidentiality.	**E**	✓	✓
12.	Strong verbal and written communication skills.	**E**	✓	✓
13.	Ability to converse in a number of additional community languages.	**D**	✓	✓

			Assessed by:	
No	**CATEGORIES**	**Essential/ Desirable**	**App Form**	**Interview/ Task**
14.	Ability to use computer systems, including word processing skills to produce tables, spreadsheets and reports.	**E**	✓	✓
15.	Ability to use management information systems; and be able to transfer the experience of using one system to another similar system if needs be.	**E**	✓	✓
PERSONAL QUALITIES				
16.	Commitment to working flexibly before and after school hours as required to promote the welfare of learners.	**E**	✓	✓
17.	Highly organised, literate and articulate.	**E**	✓	✓
18.	A passionate belief in the school's mission statement.	**E**	✓	✓
19.	Demonstrates adaptability to change while embracing innovation and creative thinking.	**E**	✓	✓
20	A strong belief in the value of education in developing citizens.	**E**	✓	✓
21.	Highest levels of professional and personal integrity.	**E**	✓	✓
22.	A strong commitment to the personal, spiritual, social and health development of young people.	**E**	✓	✓
23.	Personal resilience, persistence and perseverance.	**E**	✓	✓
24.	A commitment to continuous improvement through honest self-evaluation, an acute sense of accountability and a commitment to transparency.	**E**	✓	✓
25.	Willingness to participate in further training and development opportunities offered by the school and county, to further knowledge.	**E**	✓	✓
26.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders.	**E**	✓	✓
27.	A strong commitment to the Trust value of 'Service'.	**E**	✓	✓
28.	A strong commitment to the Trust value of 'Teamwork'.	**E**	✓	✓
29.	A strong commitment to the Trust value of 'Ambition'.	**E**	✓	✓
30.	A strong commitment to the Trust value of 'Respect'.	**E**	✓	✓

			Assessed by:	
No	**CATEGORIES**	**Essential/ Desirable**	**App Form**	**Interview/ Task**
31.	Commitment to support the Trust's agenda for safeguarding and equality and diversity.	**E**	✓	✓
32.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	**E**	✓	✓