

Pastoral Officer
JOB DESCRIPTION

ROLE TITLE	Pastoral Officer Grade 4 SP (13 – 17)
REPORTING TO	Head of Year

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of staff are responsible personally and collectively for supporting students in becoming confident individuals, success learners and responsible citizens, through:

- Modelling the Core Values at all times;
- Nurturing students' passions and interests and stimulating their intellectual curiosity;
- Continuously raising students' aspirations and self-esteem;
- Intentionally developing Students' Leadership Award Skills;
- Contributing to the wider range of opportunities offered by and for the school community;
- Actively supporting and promoting student voice;
- Assuming responsibility (as required) as for the learning progress of a specific group of individual students;
- Ensuring high outcomes for a cohort of pupils

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

Pastoral officers help to address the needs of students who require additional assistance in overcoming barriers to learning. They work with a range of students who are at risk of under achievement at both ends of the achievement scale. Targeted students benefit from an enhanced level of individual or specialised mentoring provided by the Pastoral Officers on a short or medium term basis. Their support encompasses both Home and School and includes attendance and punctuality.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

This job description will be supported by performance management which will list the objectives, key tasks, responsibilities and outcomes sought from the post holder in the school year. These will be derived from the Department Plan and other school priorities.

Purpose of job:

To carry out the following professional duties as circumstances may require and in accordance with the school's policies under the direction of the Headteacher, in particular:

- Assist in the educational and social development of targeted student under the direction and guidance of the Head of Year, Assistant Headteacher, Deputy Headteacher and SENCO,
- Support students at risk of underachievement by working in partnership with school, parents/carers and community based professionals where relevant attending and supporting with CAF process,
- Work closely with the Deputy Headteacher, SENCO, Assistant Headteacher and Heads of Year to ensure that early identification of students who would benefit from enhanced mentoring and/or home/school support,
- Complement the support provided by Tutors and Head of Year by providing targeted short or medium term mentoring for students who are at risk of underachievement and address issues arising from attendance and punctuality if relevant,
- Complement the support provided by tutors and Head of Year by providing targeted short or medium term wellbeing interventions such as ELSA, MHFA, My Big Life or Anger Management.
- To provide direct support for parents and carers where barriers to learning are related to home/community,
- Implement strategies and support students/parents/carers in a way that protects and enhances self-esteem and confidence,
- Use a range of active listening techniques and solution planning strategies to help students/parents/carers problem solve and overcome problems,
- Model, coach and support others to deliver a range of group activities designed to target barriers to learning, these could use circle time approaches where relevant and include parents/carer support/coaching groups,
- Support the Tutors to incorporate strategies designed to overcome barriers to learning and Year Teams in future planning for students at risk for underachievement ,
- To have high expectations of all students; respect for their social, cultural, linguistic, religious and ethnic backgrounds, and be committed to raising their educational achievement,
- To respect parent/carers social, cultural, linguistic, religious and ethnic backgrounds,
- To demonstrate and promote the Core Values, attitudes and behaviour expected from the students,
- To support the evaluation of approaches to remove barriers to learning by monitoring pupils' participation and response to learning tasks,
- Assist Tutors and teachers in parental communication,
- Where relevant, guide the work of and provide professional support for other Tutors and liaise with outside groups that support learning,
- Monitor attendance and punctuality of targeted students in conjunction with Tutors and implement additional support designed to improve it,
- Provide help, guidance and support around positive behaviour strategies and parenting skills,
- Working in partnership and networking with other professionals where relevant including social workers, educational psychologists, CEIAG, etc,
- Supporting transition activities for targeted students moving into the area,

- Supervise students who have been removed from lessons and carry out lunchtime duties

General Responsibilities

- To work collaboratively with colleagues, knowing when to seek help and advice,
- Set a good example in terms of dress, punctuality and attendance,
- Attend meetings as agreed with the Year team,
- Ensure compliance of all activities with the relevant Health and Safety legislation,
- Maintains confidentiality inside and outside the workplace,
- Understand and apply school policies and be familiar with and operate within Child Protection protocols,

Specific Areas of Responsibility

Meeting Attendance: As directed

In consultation with the post holder, the line manager may request the post holder to take on a specific responsibility as the Department develops and the need arises

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
KNOWLEDGE		
Qualifications	<ul style="list-style-type: none"> • English and Mathematics at G.C.S.E./'O' Level or equivalent and/or sound Literacy and Numeracy skills 	<ul style="list-style-type: none"> • Further support qualifications e.g. mental health first aid, ELSA, counselling
Experience and Knowledge	<ul style="list-style-type: none"> • Evidence of effective team working • Evidence of supporting secondary age students in small groups or 1:1 • Good administrative and ICT skills 	<ul style="list-style-type: none"> • Experience of working in an educational environment
Literacy and Numeracy	<ul style="list-style-type: none"> • Ability to read and understand instructions • Ability to complete basic paperwork 	
Organisational		<ul style="list-style-type: none"> • Knowledge of school policies and procedures
Key Skills and Attributes	<ul style="list-style-type: none"> • Positive disposition to implementing the Schools' educational vision; 	
Leadership	<ul style="list-style-type: none"> • Ability to maintain a consistent and continuous focus on pupil needs • 	
Other Qualities	<ul style="list-style-type: none"> • Able to develop genuine, empathetic relationships with young people • High personal standards in terms of attendance, punctuality and meeting deadlines • High level of personal organisation skills • Good communication skills, both written and spoken • Solution focused disposition and a positive attitude particularly to challenge and change • Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all pupils • Positive disposition towards inclusion of all pupils including those with learning difficulties in mainstream learning and education • Able to work as part of a broader inclusion and pupil support system • Ability to work as a team player and supportive of team working 	

	<ul style="list-style-type: none">• Ability and willingness to develop own understanding and capability through advice and training• Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency• Understanding of the principles of accountability and quality assurance to achieve best possible pupil outcomes	
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