Post Description

**Job Title: Pastoral Officer**

1. **Job Description**

|  |
| --- |
| You will work in collaboration with Heads of Year to provide support and intervention strategies in order to meet the pastoral needs of pupils at Eskdale School. Acting as a “front line” pastoral support leader. Your role will shape students emotional and educational experience during their time at Eskdale School. This will be achieved through:  **Key Responsibilities:**   * Managing, alongside the Heads of Year the planning, administration, organisation and day to day activities of the year groups. * Contributing to the overall ethos/work/aims of the school to ensure high standards of Teaching and Learning and behaviour. * Applying sanctions in line with the School’s Behaviour Policy. * Ensuring high standards of behaviour are consistently applied in line with the School’s Behaviour Policy. * Investigating thoroughly incidents that have occurred, to gather and collate evidence, to determine pupil involvement and culpability and to report to and advise the Heads of Year where necessary. * Supporting the supervision for pupils who have been removed from lessons. * Organising and collating work for excluded/sick pupils where appropriate. * Planning the induction of new pupils and monitor their initial entry onto the school roll. * Providing a response to parental/carer enquires and ensure effective communication between parents/carers and staff including the Heads of Year and Form Tutors. * Promoting inclusive practices for all pupils as part of the Pastoral Team and meet with the HOY/AHT regularly to discuss pupil concerns/referrals. * Provide support for pupils in terms of specific strategies including self-esteem, anger management, bereavement support etc. * Serving as the first point of contact in cases of personal social and family crisis, offering support and referral to other agencies as appropriate. * Contributing to the administrative work of the year team, including maintenance of pupil files and records. * Attending team meetings as required, supporting the Head of Year in year group meetings. * Offering opportunities as part of the extended services provision. * Awareness of, and complying with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person. * Understanding and awareness of difference, ensuring all pupils have equal access to opportunities to learn and develop. * Supporting the role of other professionals. * Participating in the School’s appraisal policy and to seek to develop further skills through professional development opportunities. * Attending whole school training events as required. * Any other duties commensurate with the post as directed by the Headteacher |

**2. Skills and Ability**

|  |
| --- |
| * Resources/facilities available to young people in the North Yorkshire area. * Current issues affecting the lifestyles of young people. * Understanding of quality assurance processes. * Awareness of career and development opportunities for young people. * IT systems data management. * Health & Safety issues. * Detailed knowledge of developments in education, the national curriculum and the planning process involved in the delivery of the national curriculum, the national literacy and numeracy strategies for Key Stage 3 and the SEN Code of Practice. * An understanding of the structure and operation of a school environment. * Knowledge and experience of a wide range of strategies/techniques to support pupils. * Knowledge of the Youth Support strategy. * Knowledge of equal opportunities issues. * Knowledge of child protection issues. |

**Qualifications/Experience Required**

|  |
| --- |
| NVQ Level 3or equivalent and/or one or more of the following:   * Good standard of basic education. * DfES Induction for Teaching Assistants. * Support/Learning SEN certificate – HLTA qualification * Numeracy/literacy qualification or experience. * ICT experience and evidence of training. * Two years education/youth service (or equivalent) experience including supporting young people. * Any specialist skill acquired through training and/or experience necessary supporting individual or groups of pupils. * Working with young people on a sustained one-to-one basis in a variety of settings. * Developing inter-agency links or working with an inter-agency approach. * Prioritising and managing own workload. * Delivering group work. * Support pupils with special educational needs. |

Other Skills Required

|  |
| --- |
| * Listening skills. * Excellent inter-personal, listening and communication skills. * Ability to deliver specialised support programmes and utilising alternative strategies to promote inclusion. * Ability to liaise effectively with other colleagues. * Providing supportive ethos for the learning environment. * Caring and tolerant. * Health & Safety for self and others. * Engaging with young people. * Ability to relate to a wide range of people. * Commitment to equal opportunities. * Effective team member. * Able to establish and work to targets. * Ability to work on own initiative. * Ability to maintain comprehensive and accurate records. * Ability to work in partnership with others. * Ability to negotiate and consult. * Ability to resolve conflict. * Responsible/adaptable/resourceful/persuasive. * Enterprising and innovative. * Empathic and sensitive to pupils needs. * Tact and diplomacy. * Ability to identify need for referral. * Experience of prioritising own caseload. * Report writing and presentation skills. |

How would these skills be used?

|  |
| --- |
| * Undertaking the duties of the post in supporting individual or groups of pupils. * Evaluation and management of support programmes. * Recording outcomes and contributing to review and assessments. * Administration and organisation of resources. * Meeting the pastoral needs of pupils. * Supervising pupils in a number of settings. * Having high expectations of pupils. * Promoting the school’s code of conduct. |

Nature of physical effort required and working conditions

|  |
| --- |
| Physical effort if required in assisting pupils with daily routines. |

1. **Creativity / Innovation**

How much of the work is routine and how much is dealing with unexpected demands?

|  |
| --- |
| Because each student has different needs, unexpected demands are a daily occurrence. The postholder will make independent decisions in response to these demands, reporting to the Head of Year on a daily basis. |

How often would the post holder deal with new situations?

|  |
| --- |
| On a daily basis. The degree of difficulty would vary according to the particular set of circumstances. |

How difficult/complex are the problems dealt with (give examples)?

|  |
| --- |
| * Severe behavioural outbursts or anti-social behaviour (e.g. Fighting, swearing etc.) * Pupils absconding from the classroom. * Dealing with teaching staff/support staff. * Dealing with Heads of Year/Form tutors and subject staff. * Dealing with difficult parents. * Dealing with pupils with a multiplicity of problems. * Dealing with a very wide range of professionals/para-professionals. * Child Protection issues (e.g. abuse allegations). * Welfare issues (e.g. nutrition). * Attendance issues (e.g. pupils at risk). * Social issues (e.g. financial problems and support in education). |

What guidance is available and from whom? (E.g., supervisor, procedures, guidelines, colleagues)

|  |
| --- |
| The Pastoral Manager makes some decisions independently and then informs the Head of Year. Heads of Year are available in the school when they are not teaching. |

How easily is guidance available?

|  |
| --- |
| When working with difficult pupils outside the normal class situation, guidance may not be available immediately and the postholder would be expected to draw upon their training, experience and initiative to deal with situations. The Head Year would be informed later of decisions taken. |

1. **Responsibility**

Does the job have direct budget responsibility? If so, what for and how much?

|  |
| --- |
| No. |

Does this include setting/monitoring/authorising or expenditure within budgets?

|  |
| --- |
| No. |

Is the post responsible for other resources? E.g., vehicles, buildings, equipment etc other please specify and of what value?

|  |
| --- |
| Shared responsibility for teaching materials, IT equipment and the Year Office. The postholder is responsible for maintaining an up-to-date inventory of year group equipment and materials ensuring that any lost or damaged equipment or materials are replaced. |

Is the job responsible for service delivery? If so, what is the nature of the service?

|  |
| --- |
| Yes. The direct pastoral support of pupils within and beyond the classroom. Direct liaison with parents and teachers. |

What are the consequences of an error?

|  |
| --- |
| * Pupil progress may be affected. * Equipment or materials may be lost or damaged. * Health, safety and welfare of pupils may be comprised. |

1. **Service Delivery**

What kinds of impact/effect or outputs does the role have on: -

Internal groups (specify who and what impact) (Internal means internal to ERYC)

|  |
| --- |
| * Teaching staff – the postholder provides direct assistance to the support programme determined by teachers. * Administration staff – ordering of materials and equipment. * LA staff– provision. |

People external to the Authority (specify who and what impact)

|  |
| --- |
| * Pupils – the postholder provides direct support to pupils within the school. * External contractors (e.g. Youth Targeted Support Service) – Liaise over pupils’ pastoral needs. * Multi-Agency Family Support Team – provision. * Parents – the postholder acts as a vital link between the school and parents in relation to pastoral support and pupil welfare. |

**6. Managing People**

No and types of staff directly supervised/management

|  |
| --- |
| Form Tutors |

Is the post holder responsible for setting targets and performance management interviews of these staff?

|  |
| --- |
| Yes. |

Are there any other responsibilities for people (who and what)?

|  |
| --- |
| * Pupils receiving support. * Supporting the work of the teaching staff/tutors. * What pressures does this create? * Need to be vigilant and responsive to pupils’ needs, often at very short notice. * Pressure to achieve pastoral goals within a limited period of time. |

**7. Judgement exercised/day to day amount of supervision received?**

What types of decisions are made without reference to senior staff?

|  |
| --- |
| * Minor adaptations to educational programmes. * Which strategy to use in given situations with particular pupils on a day-by-day basis. * Preparation of resources stock control. * When to involve parents. * When to involve external agencies. * When to consult with others internally. * Reacting to unexpected situations. * With the appointed School Co-ordinator – child protection |

What types of decisions are made in consultation with others? (Specify who)

|  |
| --- |
| The postholder makes some decisions independently, and then inform the Head of Year. |

Who authorises on these decisions? This post/other specify

|  |
| --- |
| Head of Year to be informed. |

Does the main job require an involvement in policy making (if so, specify what)?

|  |
| --- |
| Not required to initiate policies and procedures but involved on a consultation basis as part of the team supporting pastoral needs. |

How often is supervision received, constant, daily, weekly, monthly (Please specify)?

|  |
| --- |
| Depending on the nature of the situation on a daily/weekly basis through the Head of Year. |

**8. Nature of contacts (who with / what for?)**

Typical contacts?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Who? | What for? | How often? |
| Internal contacts | Headteacher and other teaching staff.  Other support staff within the school.  LA Officers or services.  Youth Service.  Pupil Referral Service | Pastoral guidance/support strategies.  General support, liaison and consultation.  Advice and guidance.  Peer mentoring/citizenship/ detached youth work.  Supporting pupils with emotional, learning and behavioural difficulties. | Daily  Daily  Weekly  Weekly  Monthly  Daily |

|  |  |  |  |
| --- | --- | --- | --- |
| External contacts | Pupils.  Parents.  Youth Targeted Support PA (generic)  Health Authority staff. | Support with pastoral activities.  General advice and support in relation to their children.  Careers education and guidance.  Support work and general advice.  Medical advice and guidance.  Intervention strategies. | Daily  Daily  Weekly  Monthly |