

JOB DESCRIPTION: Pastoral Support Officer

Reporting to: Deputy Headteacher

Job Purpose:

- To provide supervision and support in the Isolation Area for students with Emotional, Behavioural Learning Difficulties where identified as a need. To work with leaders to implement and supervise individualised work programmes for vulnerable students and students placed in the Isolation Area.
- To develop and take a lead on individual or small group intervention behaviour support work.

Key Responsibilities

General:

- Provide supervision of pupils removed from lessons and support them in completing their work in a calm and settled environment, taking account of the social and emotional needs of students
- Plan and implement appropriate work packages for students, liaising with the Deputy Headteacher for Curriculum, making the appropriate adjustments required to meet individual needs. Using One Page Profiles where appropriate
- Compile individual student reports on a daily basis, providing Heads of Year detailed information and analysis on attitude and conduct
- Be aware of attainment, attendance and behaviour data relating to vulnerable students or those referred to the Isolation Area and be able to discuss it
- Be aware of and support emotional and behavioural needs of students, monitoring and collaborating with other staff and external stakeholders as required
- Collect in, keep a record and store securely, students' mobile phones and MP3 players during their stay in the Isolation area
- Monitor students' IT use and work during the day. Record and report any breaches to the Head of House
- To keep up to date, detailed records on student behaviour (for example School Remove and detention data) by inputting data onto SIMS database
- Working with Heads of Year to identify students that would benefit from supportive interventions
- Take a lead on planning and delivering additional intervention programmes for individual students or small groups
- Be an integral part of the pastoral team by contributing to the full duty rota, including on call duties, where support is required for more challenging students
- Facilitate group work as appropriate, assisting students in sourcing alternative acceptable strategies for managing their emotions
- Manage challenging situations with a calm, professional approach, overcoming barriers to understanding with the aim of swiftly assessing and de-escalating situations
- Generate reports for Heads of House, Heads of Department, Senior Leadership Team and Governors from the data records so that appropriate support can be put in place and action taken
- Liaise with external agencies as required, e.g. SMASH, CAMHS
- Provide a professional, non-judgemental, calm, approachable service for students and their parents/carers.
- Maintain clear and accurate records, both written and computer based, ensuring systems and processes are simple and effective
- Contribute to the analysis of attendance, behaviour and progress data relating particularly to vulnerable students and those in need of alternative curriculum pathways.

The key competencies and behaviours commensurate with this post are identified overleaf.

General Information:

- *The job description is not intended to be a complete list of duties and responsibilities, but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the trust. The post holder will undertake any other duties at the request of the Headteacher, appropriate to the remit*
- *The above principal responsibilities are not exhaustive and may vary without changing the character of the job or level of responsibility.*
- *The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation*
- *The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times*
- *The trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment*
- *To work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018*
- *To ensure work is conducted in a way that protects the safety and security of information (e.g. strong passwords, reporting breaches, securing paper records, securely disposing of records).*



Ethical Leadership Qualities Competencies and Behaviours



Competency	We do this by
Trust	<ul style="list-style-type: none"> • Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to manage their emotions. • Keeping promises and doing what you say you will do • Having a genuine interest in others
Wisdom	<ul style="list-style-type: none"> • Developing knowledge and real expertise, then sharing knowledge • Learning from mistakes and failures and admitting when we are wrong • Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.
Kindness	<ul style="list-style-type: none"> • Being kind, humble and authentic • Leading with compassion and care, listening and seeing beyond the job role to the person • Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.
Justice	<ul style="list-style-type: none"> • Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.
Service	<ul style="list-style-type: none"> • Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to do their jobs well • Leaving our egos at the door and putting ourselves in the service of others. • Channel ambition into our schools, not ourselves, and developing our successors
Courage	<ul style="list-style-type: none"> • Looking in the mirror when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. • Give the whole truth, the back-story and the why.
Optimism	<ul style="list-style-type: none"> • Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity and cynicism • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.
Vision	<ul style="list-style-type: none"> • Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Believing in the potential of others; helping them be the best they can be. • Quickly taking in new information and translating that into recommendations, decisions, plans and projects.