



Shaw
Education
Trust



Careers

at Shaw Education Trust



Job Title:	Pastoral Support Officer
Grade:	4
SCP:	SCP 13 – SCP 16
Conditions of Service:	Support Staff Contract
Responsible to:	Headteacher

Job Purpose

To provide support to staff on student pastoral issues promoting positive student behaviour and wellbeing.

Key Responsibilities

Support to Pupils

- Provide pastoral support to students on a day-to-day basis
- Liaise with staff, parents and relevant outside agencies as appropriate
- Develop strong links between the school and families in order to improve wellbeing and educational opportunities for students and to promote a positive attitude towards school
- Provide pupils with information, guidance, and signposting for emotional needs and pastoral care as required.
- Supervise and register pupils who are withdrawn from lessons who are working in the Pastoral Support area and follow up with staff to put work onto class charts for pupils who have been fixed term excluded or not attending for medical reasons
- Be the first response person for everyday student concerns.
- Help with general student supervision duties.
- To help greet students arriving to school.
- Provide support and intervention to promote positive student behaviour and well-being.
- Investigating and dealing with minor disputes with other students e.g. bullying, fall-outs or teasing.
- Looking for students who are missing from lessons.
- Helping find misplaced property.
- Meeting and reporting students who are late to school.

Support to other Staff

- To liaise with teaching and support staff to share strategies for support
- Support with parent/carer meetings.
- Support Heads of Year, senior staff and teaching staff with minor student issues.
- To support after school detentions.
- Be able to access and make use of the CCTV system when needed.
- Working as part of a team to promote and support whole school policies, including behaviour, rewards, attendance and punctuality
- Assisting Heads of Year in dealing with more serious incidents eg bullying or theft.
- Writing brief reports on the problems dealt with for referral to Heads of Year/liaising verbally with them.
- Keep up-to-date records of issues dealt with.
- Liaising with teachers and pupils as directed by Heads of Year.
- Responding to parent telephone calls and requests when Heads of Year are not available.
- Telephoning parents when requested by Heads of Year.
- Logging reports of incidents (possibly electronically) fetching work for students who have been taken out of lessons or are absent long-term.

- Supporting senior staff with uniform detentions (mainly collecting or reminding pupils that they have detentions and helping).
- Helping with pastoral administration when necessary.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Contribute to the achievement of the school's objectives.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

Safeguarding

- Take responsibility for promoting the safety and welfare of all pupils.
- Report all concerns to an appropriate person.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to, including prevention.

This job description is not prescriptive, nor necessarily a comprehensive definition of the position.

Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.

Qualifications and Experience

Qualifications/Training

- Good understanding of numeracy/literacy skills.
- Participate in development and training opportunities.
- First Aider or seeking to gain a First Aid qualification

Experience / Knowledge / Skills

- Experience of working with adolescents and have a natural rapport with young people and enjoy working with them
- Dealing with adolescents emotional well being
- Ability to relate well to children and adults.
- Have good organisational skills.
- Ability to work constructively as part of a team and on own initiative.
- Knowledge of SIMS/Class charts is advantageous
- Have a flexible approach to work and be prepared to undertake routine admin tasks if required.
- Knowledge of child protection/safeguarding procedures.

Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build relationships between yourself and the team, and between team members. • Unify not divide the team, promote a culture of respect. • Manage conflict well and pro-actively. • Embrace and welcome accountability of self, and for team. • Care for the well-being of your team/colleagues. • Support the retention of good staff by creating a positive culture around workforce development and team communities. • Ensure good communication amongst your team and the wider organisation as appropriate. 	<ul style="list-style-type: none"> • Ensure effective workforce development and training for self and all, including coaching and mentoring. • Spot and nurture talent – in yourself and in others. • Positively engage in development opportunities and aptitude development. 	<ul style="list-style-type: none"> • Ensure clear roles and accountabilities for the team are well understood. • Develop and promote mutual accountability between colleagues in the team. • Deploy staff and resources effectively across the team. • Manage the workload of self and team. • Know your team(s)/colleagues well.
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build trust within your teams and across the Trust. • Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust. • Value compassion • Encourage a can-do approach personally and across your team. • Positively challenge poor behaviour and call it out. 	<ul style="list-style-type: none"> • Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these. 	<ul style="list-style-type: none"> • Display professional credibility to team, peers, and trustees.

<ul style="list-style-type: none"> • Be highly and consistently visible across the organisation and within your team. • Demonstrate a consistent approach and calmness. 		
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Motivate and inspire

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Celebrate and acknowledge success of self and others. • Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition. • Demonstrate drive and ambition for self, team and Trust. 	<ul style="list-style-type: none"> • Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation. • Understand and share your ‘why’ – and revisit it regularly. 	<ul style="list-style-type: none"> • Communicate a precise and clear vision. • Set the journey ahead which is understood by all. • Evidence sharp goal setting and achievement. • Ensure errors, oversights and mistakes are rare.

Reflection

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Demonstrate transparency and integrity within team and across the Trust. • Accept responsibility and be vulnerable, avoid a blame culture. 	<ul style="list-style-type: none"> • Take time to know yourself and engage in self-reflection and learning. • Ask thoughtful questions and seek the truth. • Give and accept feedback. 	<ul style="list-style-type: none"> • Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.

Secure accountability by giving tools to succeed by...

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Giving generously with your time. • Ensuring 1:1 meetings are useful and effective in driving improvement. • Providing support and removing barriers to success. • Be true to your word, if you say you will do something, do it. 	<ul style="list-style-type: none"> • Have high expectations of yourself and others, seek out best practice. 	<ul style="list-style-type: none"> • Ensuring absolute clarity in terms of expectation and ‘the ask’. • Allocating resources effectively to support KPI delivery. • Be willing and able to have challenging conversations.

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

HH 03.02.2021

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.