



Job Description

Role	Pastoral Support Officer
Grade	Scale 5
Hours	37 hours per week, 8 am start
Tenure	Term Time 38 weeks, Permanent

Main purpose of role is:

1. To ensure timely and appropriate support is available for vulnerable pupils and their families.
2. To support children in school with SEMH needs, working within a pastoral team.
3. To plan, organise and deliver personal, social, learning support and guidance to pupils and families, particularly with vulnerable families.
4. To take a lead role in promoting readiness and success in learning.
5. To ensure that all support provided, underpins raising standards by early identification of vulnerable families and providing support to children in achieving their full potential.

Main responsibilities and tasks

1. Build positive relationships with pupils throughout the school to enable them to participate in learning and wider opportunities.
2. Build relationships with parents from a wide range of backgrounds, developing the relationship between the school and the home and the participation of parents/carers in school life.
3. Signpost families to further support, making referrals to external agencies when needed.
4. Provide planned, proactive support to children individually and in small groups to support their behaviour, emotional well-being and social interaction.
5. Be part of a team with class teachers, senior leaders and the SENDCo to develop appropriate strategies to support children experiencing SEMH needs.
6. Respond when a child is experiencing difficulties to de-escalate the situation and enable the child to re-engage in learning.
7. Support good attendance and punctuality.
8. Liaising with teaching staff to provide particular support to targeted pupils to improve engagement, attitude, attendance, readiness to learn, which in turn will improve progress and attainment and provide support to enable them to overcome barriers to learning.
9. Support identification of those pupils who need extra support in managing emotions and behaviour and overcome barriers to learning inside and outside school.
10. Writing individual action plans for children and families that have clear objectives and supports the development for targeted pupils who need particular support.
11. Provide small group or 1-1 support that addresses identified objectives for identified children for a time limited intervention (a minimum of 6 weeks as a time) using knowledge of the range of in-school activities and programmes for group and 1-1 sessions.



12. Develop a 1-1 relationship with pupils requiring particular support with the aim of addressing points defined in the action plan and engaging them with activities and opportunities.
13. Undertake home – school liaison activities, including meetings with parents, in order to keep parents/carers informed and involved which ensure secure positive family support.
14. Monitor the implementation of all plans, review objectives and provide feedback to the pupils of progress and achievement, sharing results of impact of own interventions to the pastoral team, as well as maintaining accurate records, preparing contributions for written reports and evaluations.
15. Organise and deliver support activities, eg breakfast club, and promote in and out of school enrichment opportunities available to pupils that can be utilised to provide extra support for pupils and families.

General

1. Maintain high standards of confidentiality and professionalism.
2. To have excellent communication and organisational skills, including the ability to prioritise.
3. Approach all duties with a courteous, welcoming and positive attitude.
4. Fulfil personal requirements where appropriate with regard to the schools' policies and procedures, particularly safeguarding, health and safety, equal opportunities and behaviour.
5. Act in accordance with statutory Safeguarding/Child Protection procedures and to refer any disclosures to the school's DSL.
6. Undertake other duties appropriate to the grading of the post as required.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed from time to time and may be subject to modification or amendment at any time after consultation with the postholder.



Person Specification

This person specification lists the competencies expected of an experienced/fully-trained Pastoral Support Officer.

Factors	Essential criteria	Desirable criteria
Qualifications and training	GCSE English & maths grade 4 or above, or equivalent; Level 3 general education or an equivalent standard, eg NVQ L3 in Childcare, Health, Education, Social Care or Learning Support, DIP HE in Youth and Community Work, Social Work qualification; Demonstrates consistently effective practice in their role; Evidence of further training or study.	Evidence of continuous professional development.
Skills, knowledge and aptitudes	Current knowledge of the education system; Safeguarding legislation; Awareness of issues affecting vulnerable children (disadvantaged, SEND, Looked After); Relate to young people in an empathetic manner; Deal with difficult situations and / or individuals in a calm, fair but effective and confidential manner; Understand and respond to the range of factors that create stress for children and families; Support learning by giving constructive feedback and coaching; Knowledge on key issues of family development and need, eg relationships, health, child development, housing, employment and finances; An awareness of key influences and factors that impede family development, eg family history, poverty and traumatic events; An awareness of a range of local and national statutory	Experienced in use of SIMs; Can evaluate their own performance and is committed to improving their own practice through appropriate professional development.



	<p>and voluntary agencies that families can access, be signposted or referred to;</p> <p>Knowledge and understanding of behaviour provision in school;</p> <p>Proven administrative skills;</p> <p>Able to compose basic correspondence and reports without supervision;</p> <p>Competent IT skills, able to use Office 365 applications;</p> <p>Able to deal with people at all levels and from a variety of backgrounds, often in difficult circumstances;</p> <p>Must be able to recognise discrimination in its many forms and willing to put the school's equality policies into practice;</p> <p>Ability to support pupils through fluent and accurately spoken English;</p> <p>Has a commitment to collaborative and cooperative working.</p>	
Experience	<p>Of working in a similar role;</p> <p>Of working effectively with children and families in challenging circumstances;</p> <p>Demonstrable experience of delivering evidence based family support / parenting courses in working in partnership with other agencies;</p> <p>Of maintaining accurate confidential records and interpreting information.</p>	<p>Working with parents / carers who may show resistance to intervention or challenge;</p> <p>Working with external agencies (e.g. police, social care);</p> <p>Of contributing to whole-school development, implementation and evaluation of school policy and practice.</p>
Personal attributes	<p>Able to communicate confidently & effectively, both written & orally with pupils, parents, staff and outside agencies;</p> <p>Must be able to work under pressure and prioritise work;</p> <p>Confident and patient;</p> <p>Able to remain calm in times of stress and raised anxieties;</p> <p>Be a positive role model;</p>	



	Determined to succeed; 'Can do' attitude.	
Special Requirements	Satisfactory enhanced Disclosure and Barring certificate; Knows and understands relevant safeguarding requirements and can identify and support pupils affected by changes or difficulties in their personal circumstances; Is able to work sensitively with pupils with physical and emotional needs; Have a current driving licence and access to transport for work purposes.	

Date prepared: 17.09.2021

