

**Greenford High School**

**Pastoral Support Worker**

**Grade 8, Point 26-28 £32,524 to £34,100**

35 hours per week, term time plus 2 days

*(Less 3 days during term time taken in agreement with Line Manager and Headteacher)*

## Job Description

**Purpose of the post:**

To work as part of our Inclusion and Student Personal Development Team and Pastoral Team to guide and support students in order to overcome their barriers to learning. To improve the achievement, progress, conduct and character development and help the students fulfil their potential as a learner and as a person.

**Hours:** Term time only plus 2 Inset days with three Support Staff Days off during term time, 35 hours per week 45 weeks per year.

**Accountable for:** The progress, conduct, achievement and learning of students.

**Accountable to:** Deputy Headteacher - Inclusion and Student Personal

 Development

**Accountabilities:**

1. To assist the pastoral team in the personal development of students towards values, character strengths, attitudes and behaviour of a type necessary to take full advantage of the educational opportunities and learning processes offered to them by the school.
2. To communicate with the appropriate members of the school, including Form Tutors, the SEN department and teachers so that they are aware of the needs, targets and strategies which are most appropriate for this cohort.
3. To monitor the educational progress of students and intervene to assist them in overcoming obstacles to their progress. To use assessment data to identify and intervene in areas of underachievement and to ensure parents are involved and informed of their children’s progress. To act in consultation with others (Head of Year, SLT, SENCO, Heads of Department) to implement intervention strategies to remove any obstacles to learning. To support these students in the classroom where necessary, to work with them individually or in small groups, as appropriate.
4. To undertake mentoring and reflection activities with students so that poor behaviours can be both prevented and addressed.
5. To ensure that any liaison with outside agencies, parents and the community is of benefit to our students.
6. To be a strong, visible presence in the school, assisting with duty and lesson changeover time to ensure that student conduct is orderly and positive.
7. To work with families to ensure that they are aware of the possible barriers to learning and how best to overcome them, working on forging the best possible relationships with school to work towards our agreed common goals.
8. To ensure that the maintenance of pupil records is efficient and provides a useful ‘information service’, gathering and imparting appropriate information to others in the school.
9. To enrich the curriculum in terms of trips, supporting homework clubs and study clubs for this cohort.
10. To support year teams by attending and contributing to their key events such as assemblies and parents’ evenings. To assist in meeting this cohort on Raising Achievement day.
11. To assist year teams in the dealing of the day to day issues that may arise, such as collating statements or facilitating restorative conversations.
12. To attend SENplan meetings, MAP meetings, Inclusion meetings, department, pastoral or year team meetings, as required. To support at Annual Reviews, if appropriate.
13. To assist in the running of the Consequence Room to ensure that there is an opportunity for students who are in there to reflect on their behaviour and work on strategies moving forwards.
14. To work closely with the Child Protection Team, the LAC Co-ordinator and Mental Health Lead to ensure joined up thinking for the most vulnerable students in our school community.

**Specific Accountabilities:**

1. To assist the Year Team in the oversight of the care, welfare and behaviour of a specified cohort in either KS3 or KS4.
2. To oversee the use of available data and the monitoring of the academic progress of this cohort.
3. To set behaviour and conduct targets for students as required and to monitor the meeting of those targets.
4. To ensure that a programme of intervention for these students who may not be meeting their targets is devised and followed.
5. To ensure that any programme of intervention or agreed targets is shared with key staff, such as the relevant Year Team, Learning Support and teachers.
6. To undertake mentoring and reflection activities.
7. To support in the running of the reflection (consequence) room, detentions and other sanctions put in place.
8. To pick up and deal with behaviour incidents, to investigate incidents and to follow up with ongoing restorative work.
9. To undertake duty and patrol as required.
10. To oversee the recording of relevant information for students including mentoring sessions, interventions and/or other any other work that takes place.
11. To ensure the satisfactory appearance of students in this cohort, giving support to Form Tutors and the Pastoral team in their attempts to ensure that the students are wearing correct uniform.
12. To assist in the organisation of social/community activities for this cohort, including charitable events.
13. To contribute to and participate in the in-service training of the year team.
14. To contribute to and participate in the in-service training of whole school staff, as part of the wider CPD programme.
15. To encourage widening participation and educational enrichment.
16. To assist in facilitating an area of the school where there is space for emotional support for those students who may need it.

**General:**

1. To participate in appropriate meetings with colleagues and parents to facilitate the proper execution of the postholder’s responsibilities.

2. To undertake a share of general supervisory duties in accordance with the school’s organisation of duty rosters.

This job description is not necessarily a comprehensive definition of the post. It may, from time to time, be subject to modification or amendment in consultation with the holder of the post and other relevant parties.

## Person Specification

# Person Specification - Requirements

# Qualifications

* Appropriate qualifications and demonstrable relevant experience for professionals other than teachers

### Professional Knowledge and Experience

* Understanding and/or experience of current developments in secondary education.
* Understanding and experience of child protection and safeguarding issues.
* Understanding and experience of tackling the social, emotional and psychological obstacles to students’ learning and achievement.
* Understanding of current approaches to assessment, recording and reporting procedures at various levels.
* Knowledge of the implications for working in a multicultural environment.
* Knowledge and understanding of issues related to equal opportunities and their implications for classroom practices in teaching.

### Professional Skills - to be demonstrated to the interviewing panel’s satisfaction

* Ability to liaise with other teaching staff and work in co-operation with colleagues.
* Ability to motivate pupils through the use of a variety of methods and the setting of appropriate goals and monitoring of progress.
* Ability to assess, monitor and report on students’ progress.
* Ability to communicate effectively orally and in writing.
* Ability to interpret and track student progress through the use of data.
* Ability to successfully encourage students to the highest standards of individual achievement.

# Educational Commitment

* Commitment to the promotion of positive images and equality of opportunity for all students, irrespective of gender, sexuality, disability or ethnicity.
* Commitment to the school’s Mission Statement.
* Commitment to addressing whole-school issues and cross-curricular themes in the subject, including literacy, numeracy, Student Voice, Assessment for Learning, G&T, Personalising Learning, work-related learning and enterprise education.
* Commitment to the achievement of quality in education through Continuous Professional Development.
* Commitment to the development of links between the school, home and the community.
* Commitment to providing a supportive environment for the pupils particularly for those with special educational needs.
* Commitment to developing and using the VLE/ICT for the benefit of students’ learning.