



JOB DESCRIPTION

Job Title	Pastoral Support Worker	
Reporting to (job title)	Director of Inclusion	
Evaluated Grade	D	

MAIN DUTIES AND RESPONSIBILITIES:

- To be a key member of the school's inclusion team.
- To liaise with the Heads of School, SENDCo, external agencies and families to provide pastoral support.

DUTIES

- To assist the SENDCo in leading the provision for Special Educational Needs within the school, liaising with the Heads of School as required.
- Supporting and offering guidance to staff in the implementation of pastoral and SEND support.
- Working within and developing SEND systems and processes
- Providing written contributions to individual plans and other SEND associated paperwork
- Planning and delivery of education/interventions
- Working independently and proactively to navigate pastoral challenges.
- To support all pupils in their learning and development treating them with respect and consideration.
- To consistently promote positive values, attitudes and behaviour.
- To have high expectations of all pupils' achievement and a commitment to raising educational standards.
- To encourage the social and emotional development of pupils.

DAILY ACTIVITIES

Working within school policies and procedures to:

- Involvement with other professionals and wider agencies (0-25, Early Help, Safeguarding, referrals, SPA.)
- Supporting casework by contributing to the development of intervention plans
- Attending reviews and case conferences
- To ensure that accurate and detailed records are kept of meetings and discussions with

- parents and outside agencies
- To liaise with relevant outside agencies to ensure that the SEND needs of individual pupils are met effectively including supporting referrals to other agencies
- Linking and working with families by supporting parent groups and programmes as required
- Providing signposting to families
- Be a visible part of the school's staffing to all pupils, regardless of perceived current need.

SUPPORTING THE SCHOOL:

- Understanding and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos and aims of the school
- Assisting with the supervision of pupils out of lesson times, including lunch times
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required
- To undertake other duties, as required by the Head of School, as appropriate to the grade of the post.

PROFESSIONAL VALUES & PRACTICE

- Have high expectations of all pupils and promote and reinforce pupils' self-esteem
- Respect pupils' social, cultural, linguistic, religious and ethnic backgrounds
- Be committed to raising the educational achievement of pupils
- Build and maintain successful relationships with pupils, treating them consistently, with respect and consideration and to be concerned for their development as learners
- Demonstrate and promote the same positive values, attitudes and behaviour that are expected from pupils
- Work collaboratively with colleagues to meet the needs of all pupils
- Carry out all aspects of the role effectively and to seek help and advice when necessary
- Liaise sensitively and effectively with all stakeholders
- Continually seek to improve own practice, including through observation, examination and discussion with colleagues and to seek advice or guidance as necessary
- Adhere closely to the school's policies on child protection and safeguarding

PERSON SPECIFICATION:

Attributes Sought	Essential	Desirable	How Assessed
Qualifications			
<ul style="list-style-type: none"> ■ A good general level of education (GCSE Grade C or equivalent in English and Maths. ■ A recognised qualification such as DIPSW, Youth and Community, NNEB, education based qualification. 	x	x	Application Form
Experience			
<ul style="list-style-type: none"> ■ Experience of delivering group and individual parenting programmes. ■ Experience of working with families. 	x	x	Interview
Knowledge			
<ul style="list-style-type: none"> ■ Knowledge of the way in which schools operate from Key Stages 1-4. ■ Knowledge of the social and emotional factors that affect a child's capacity to learn. ■ Knowledge of available support services and referral routes. ■ Knowledge of the Common Assessment Framework. ■ Knowledge of models of positive parenting. 	xx	x	Interview
Skills			
<ul style="list-style-type: none"> ■ Knowledge of ICT ■ Ability to communicate with a wide range of audiences both verbally and in writing. ■ Communicate effectively with parents and school based staff. Encourage and facilitate communication and recognise and respond to communication needs and barriers to communication. ■ Ability to engage and motivate families who may be unwilling to link into services. ■ Develop and undertake inter-agency cross- sector working. ■ Ability to assess the needs of individual families. ■ Ability to deliver group and individual parenting programme. ■ Ability to work from data to produce reports 	x	x	Interview/Test
	x x		Interview
	x	xx	
	x		
Attributes			
<ul style="list-style-type: none"> ■ Empathy ■ Persistence ■ Resilience ■ Sense of Humour ■ Ability to organise workload 	x x		References/ Interview
	x		
	xx		
General Circumstances			
<ul style="list-style-type: none"> ■ A flexible approach to working, including out- of- hours, and an ability and willingness to travel to various locations. ■ An understanding of and commitment to Equal Opportunities and the ability to apply this to strategic work and day-to-day situations. 	xx		Interview