

**Vacancy Information Pack**

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| **School Name:** | Trewirgie Infant School |
| **Job Title:** | Specialist Pastoral Support Worker |

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| Letter from Chair of Board of Trustees | [www.tpacademytrust.org/web/application\_pack/604811](http://www.tpacademytrust.org/web/application_pack/604811) |
| Application Form | [www.tpacademytrust.org/web/application\_pack/604811](http://www.tpacademytrust.org/web/application_pack/604811) |
| Equality and Diversity Monitoring Form | [www.tpacademytrust.org/web/application\_pack/604811](http://www.tpacademytrust.org/web/application_pack/604811) |



**Trewirgie Infant School**

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| **Job Title:** | Specialist Pastoral Support Worker |
| **Pay Point / Pay Range:** | TPAT Point 9 |
| **Full Time Equivalent Annual Salary:** | £26,369 |
| **Contract Type:** | Permanent Variable |
| **Hours Per Week / Weeks Per Year** | Hours – 30 hours per week  Working Weeks – 39 working weeks  Paid Weeks – 44.263 paid weeks |
| **Working Pattern:** | Monday to Friday 8.50am -12.30pm and 1.00pm -3.20pm |
| **Closing Date:** | Monday 30th January 2023 |
| **Proposed Shortlisting Date:** | Tuesday 31st January 2023 |
| **Proposed Interview Date:** | Wednesday 01st February 2023 |

This is an exciting opportunity to join the team at Trewirgie School. The post is an important and pivotal one for the school.

The vacancy would be to assist the Assistant Head in providing support for student welfare, attendance, behaviour management and general pastoral duties to enable all students to maximise their achievements across the spectrum of school life.

To undertake the necessary administration associated with Students’ Attendance monitoring.

To act as a named Designated Safeguarding Lead, supporting safeguarding as part of a team of DSLs and to follow up safeguarding issues in line with school policy and practice.

Visits to the school are encouraged and welcomed.

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| To find out more about Trewirgie School please visit: | [www.tewirgie-inf.cornwall.sch.uk](http://www.tewirgie-inf.cornwall.sch.uk) |
| To discuss this position please contact the Secretary: | Email – [trewirgieinf@tpacademytrust.org](mailto:trewirgieinf@tpacademytrust.org)  Telephone – 01209 216111 |
| Application packs can be downloaded from: | [www.tpacademytrust.org/web/application\_pack/604811](http://www.tpacademytrust.org/web/application_pack/604811) |
| Please email your completed application form and equality & diversity monitoring form by the closing date to: | [trewirgieinf@tpacademytrust.org](mailto:trewirgieinf@tpacademytrust.org) |

Please note that successful candidates will be informed via email.

*The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, workers, volunteers, governors and trustees to share this commitment. All successful applicants will be subject to appropriate pre-employment checks and will be required to complete a Disclosure and Barring Service (DBS) Enhanced Check, a Safeguarding Self-Declaration Form and satisfactory online searches undertaken.*

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| **School Information for Applicants** | |
| **School Address:** | Trewirgie Infant School |
| **School Telephone Number:** | 01209 216111 |
| **School Email Address:** | [trewirgieinf@tpacademytrust.org](mailto:trewirgieinf@tpacademytrust.org) |
| **Name of Headteacher:** | Cath Callow |
| **Website Address:** | [www.tewirgie-inf.cornwall.sch.uk](http://www.tewirgie-inf.cornwall.sch.uk) |

**Welcome to Trewirgie Infants School**

**This information pack will provide you with an insight into our school and offer some practical information which will be of use to you as a prospective member of our school community.**

Trewirgie Infants is a vibrant school where children are enthusiastic and motivated to achieve endless possibilities. The children are at the heart of every decision we make to ensure that they are happy, confident and that the opportunities that are provided for them are relevant to their needs both now and in the future.

At Trewirgie Infants School, we believe that children should be curious about their learning.  Through our engaging curriculum, we ensure that children can foster a passion for learning that will help to develop high aspirations and a lifetime of memories. We believe in ensuring that children receive a well-rounded curriculum; where individual talents can be spotted and nurtured to ensure that all children experience success and reach their full potential.

The school has a dedicated team that works hard to reach high standards in everything we do and this is further embedded through our relationships with parents, the local community and the other schools. We firmly believe that education is a partnership between home and school and regard you as an active partner in your child’s education and value your interest and support.

**Mrs Cath Callow - Headteacher**

**General Background**

The school caters for children between the ages of 3 - 7. We have a Nursery within the school grounds, providing opportunities for younger children.

We currently have 294 pupils on roll and offer a rich & diverse curriculum, as well as a full programme of before & after-school activities.

In June 2021 we joined Truro and Penwith Academy Trust and will be working collaboratively with our partner schools as well as having excellent links with the Redruth Learning group of schools.

**Class Organisation**

The school currently has 294 children on roll consisting of 3 form entry ranging from Reception to Year 2 and a 52 place Nursery.

**Staff Organisation**

The staff organisation can be located on our website

<https://www.trewirgie-inf.cornwall.sch.uk/about/staff/>

We are strongly committed to staff development and learning.

At Trewirgie Infants and Nursery school, we inspire children to engage in learning, and to be proud members of a caring, supportive and successful school. We support our children to develop life- long learning skills; to be independent and creative thinkers and to be socially confident.  To enable our children to be successful, we have developed a curriculum that captures their interests, stimulates their ideas and encourages inquisitiveness and critical thinking which meets their needs and reflects our locality and heritage.

At our school, we teach the children to care about themselves and others. We encourage our children to share their thoughts, ideas and feelings so we can support them to succeed to be healthy lifelong learners who are emotionally and mentally strong. Our aim is to inspire and educate our children in a happy, safe and enjoyable environment. We want our children to develop life skills, to be independent and creative thinkers and to be socially confident throughout their education and into their adult lives. Helping our children to develop respect, self-esteem and an ability to value themselves and others in order to make positive life choices for themselves.

Our curriculum is planned carefully to follow the National Curriculum objectives but always with our children and our school’s locality at its heart. We provide a creative curriculum framework in which children can develop an understanding of their own skills, expertise and knowledge allowing them to explore and build upon these as a process of self-development.  It is designed to be broad, balanced and relevant to the experiences and needs of our children.  It is structured to allow a progression in the acquisition of skills, knowledge and understanding for our children to succeed in a changing world.  All children will have opportunities to experience all areas of the curriculum.  Building upon the knowledge and skills learnt and developed in Early Years throughout their journey into Key Stage 1.

Our children and community shape the way we have decided to create our curriculum.  We recognised that our children needed a curriculum that is interesting, creative, intriguing and fun experience.  Each year group and class adapt their own planning to meet our children’s real life needs and their starting points.  All staff set high expectations for all children.  They use appropriate assessments to set ambitious but achievable targets and plan challenging work to inspire and extend children’s knowledge and skills.

Teachers plan lessons so that Pupil Premium and SEND children can study every National Curriculum subject, ensuring that there are no barriers to learning and every child can achieve at their level.  Teachers take account of the needs of children whose first language is not English.  Lessons are planned so that teaching opportunities are there to help those children to develop their English, and to support them to take part in all subjects.

**Our Curriculum**

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| **Job Description** | |  | |
| **Job Title:** | | Specialist Pastoral Support Worker | |
| **Salary:** | | TPAT Point 9 | |
| **Responsible to:** | | Headteacher / SENCO | |
| **Direct Supervisory Responsibility for:** | | None | |
| **Important Functional Relationships: Internal/External:** | | TPAT, Local Governing Body, Teachers, Support Staff, Pupils, Parents/Carers, Other Professionals, External Support Agencies | |

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| **Main Purpose of the Job:** |
| * To support the vision and strategic direction of the school by providing outstanding pastoral care that reduces barriers to learning; * Effective communication with pupils, families, staff and external support agencies; * Leading the pastoral care and welfare of pupils through the promotion and co-ordination of effective teamwork leading to high standards and ensure all pupils are ready to learn; * To provide specialised and complex learning and care support for pupils. This will involve utilising training and experience and / or working with teachers to plan and deliver specific learning activities that support pupils learning; * To take a pro-active role in supporting the educational, social, physical and emotional needs of the pupils. |

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| **Main Duties and Responsibilities:** |
| **Supporting Pupils**   * Create and co-ordinate a positive and ambitious pastoral and welfare ethos with all staff; * Monitor, challenge and support the pastoral and welfare work provided by staff; * Assist the leadership team in helping to develop policies and procedures with particular regard to pastoral and welfare provision for all learners; * Be an exemplary leader in dealings with staff, learners, families and outside agencies; * Monitoring and support of vulnerable children, including Looked after Children, CHIN, PA’s and provision; * Coach, support and be the senior link to pupil welfare; * Build positive relationships with pupils, promoting high self-esteem and independence; * Adapt communication style to respond to pupils according to their individual needs; * Support pupils with their social, emotional and mental health needs, escalating concerns where appropriate; * Promote high standards of behaviour, responding to incidents in line with the school’s behaviour policy and guidelines on physical intervention; * Assist with the development and delivery of individual education and health care plans and other support plans as needed; * To meet the needs of pupils with emotional and behavioural difficulties. To prevent harm and disruption to the pupil or others through high quality support, within the limits of the post holders training and school policies and procedures; * To establish supportive relationships with the pupils to encourage acceptance, inclusion, social integration and individual development, promoting and reinforcing pupils’ self-esteem.   **Teaching and Learning**   * To plan and teach individual and small group support and intervention; * Contribute to the planning of differentiated learning activities for individual or small groups of pupils, delivering activities inside or outside the classroom; * Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning; * Through observations, provide regular feedback to teachers on pupil progress, attainment and barriers to learning; * To promote the acceptance and inclusion of the pupil with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner; * Monitor the pupil’s response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes; * To give positive encouragement, feedback and praise to reinforce and sustain the pupil’s efforts and develop self-reliance and self-esteem; * To support the pupil in developing social skills both in and out of the classroom; * Monitor, record and report on progress and attainment; * Supervise a class if the teacher is unavailable; * Contribute to the overall ethos, aims and work of the school.   **Working with Staff, Parents/Carers and relevant professionals**   * In liaison with senior leaders, plan, co-ordinate and evaluate the effectiveness of parent consultations and information evenings in order to strengthen school / family relationships; * Attend multi-disciplinary case conferences and inter agency meetings as required and liaise as necessary; * To work proactively with school staff and other professionals to devise and monitor alternative education packages for disaffected or underachieving pupils within the social inclusion guidelines; * To act as lead professional, where appropriate, and support the CAF process through the implementation of TAC’s for vulnerable children; * Produce targeted interventions to meet specified outcomes as directly by the Headteacher & SENCO; * Implement and review the TIS and Thrive strategies for the whole school; * Establish constructive relationships and communicate with other agencies / professionals to support achievement and progress of learners and to oversee referrals to, and to liaise and collaborate in multi-agency work with other practitioners, educational colleagues, local agencies and community groups; * Promote and safeguard the welfare of the children that you are responsible for or come into contact with; * Foster and sustain a strong culture of safeguarding within the school and its community through various means including website, newsletters, noticeboards etc; * Liaise with parents and staff on welfare and wellbeing matters keeping them informed regarding further actions and support; * To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and pupils to follow this example; * Ensure all student records are kept up-to-date, both electronic and hard copy, and that all relevant information is disseminated to staff as and when required; * Work closely with external agencies, including through referrals and meetings; * Ensure a visible presence across the school; * Attend liaison events and effectively promote the school at open days / evenings and other events; * Be a positive influence on the climate and culture of the school and show a positive example at all times; * Share knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision; * Communicate effectively with parents and carers under the direction of Headteacher; * To run meetings for parents to enable them to support their children; * Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by the Headteacher; * Collaborate and work with colleagues and other relevant professionals within and beyond the school; * Develop effective professional relationships with colleagues; * To be aware of confidential issues linked to home/pupil/teacher/school work and to ensure the confidentiality of such sensitive information; * To assess, monitor and record children’s progress in relation to IEP’s, and to feedback to the SENCO/Teacher with regard to children’s progress and the success of IEP’s, including making recommendations for alterations to improve the effectiveness of IEP’s; * To meet with the SENCO and/or other appropriate staff on a regular basis to discuss improvements to the teaching practices, delivery of the curriculum and progress and concerns regarding individual pupils; * To administer basic first aid and assist in the dispensing of medically prescribed controlled drugs in line with school procedures if trained; * To carry out administrative tasks associated with all of the above duties as directed by the teacher.   **Professional Development**   * Help keep your own knowledge and understanding relevant and up-to-date by reflecting on your own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness; * Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school; * Take part in the school’s appraisal procedures. |

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| **General / Other** |
| * To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the School’s and the Trust’s pupils at all times; * To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance; * To be aware of and adhere to all Trust policies and procedures; * To undertake mandatory training as required by the Trust; * To be responsible for your own continuing self-development and attend meetings as appropriate; * To undertake other duties appropriate to the post as required. |

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| This job description is not exhaustive and does not form part of your contract of employment. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document will be reviewed annually as part of the appraisal process or as appropriate.  The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities. |

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| **Safeguarding** |
| TPAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff, workers, volunteers, governors and trustees to share this commitment.  Shortlisted candidates will be required to complete a Safeguarding Self-Declaration Form as part of their application. We will also carry out online searches as part of our due diligence on the shortlisted candidates, as updated in the Keeping Children Safe in Education recommendations. This may help identify any incidents or issues that have happened, and are publicly available online, which the School or Trust might want to explore with the candidate at interview.  Successful candidates will be required to complete a Disclosure and Barring Service (DBS) application and Health Assessment form as part of their pre-employment administration. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provide that when applying for certain jobs and activities, certain convictions and cautions are considered ‘protected’. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. |

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| **Application Information** |
| We hope that you find this pack provides all of the information you need in order to consider your application for the post. Should you have any questions or matters you would like to discuss informally, or to arrange a visit, please contact:   |  |  | | --- | --- | | Contact Name: | Sarah Howe | | Contact Email Address: | trewirgieinf@tpacademytrust.org | | Contact Telephone Number: | 01209 216111 |   Please note that CVs will not be accepted.  Application packs can be downloaded from: [www.tpacademytrust.org/web/application\_pack/604811](http://www.tpacademytrust.org/web/application_pack/604811)   |  |  | | --- | --- | | Closing Date: | Monday 30th January 2023 |   Completed applications must be returned to the email address above and be received by 12 Midnight on the closing date provided.   |  |  | | --- | --- | | Interview Date(s): | Wednesday 01st February 2023 |   To ensure the fairness of the selection process, shortlisting will be based upon information which you provide in your application, and assumptions will not be made about your experience or skills. We will look for demonstrable evidence that you meet the criteria set out in the person specification.  If we have not contacted you within 14 days of the closing date, it is unlikely that you have been shortlisted on this occasion. Many thanks for your interest in this post. |