Job Title: Pastoral Support Worker

Location: Skegness Grammar School

Job Purposes: To ensure high levels of student attendance, punctuality and behavior. Working closely with students, parents and staff to ensure students access the whole school environment.

Background: The David Ross Education Trust (DRET) is a growing network of academies with a geographical focus on Northamptonshire, Lincolnshire and Yorkshire/Humber region. The network is a mix of primary, secondary and special academies and a mix of those that have chosen to join DRET on conversion and those that are sponsored academies.

Reporting To: Assistant Headteacher PDBW

Salary: NJC 27 £24,174 FTE (Pro Rata 30 hours, 40 weeks)

Key Duties and Responsibilities

- Child protection/safeguarding officer
- To promote the inclusion and acceptance of all students
- To motivate students to promote and reinforce self esteem
- To participate in the induction of students, both at the start of the year and in year as necessary;
- To participate in the comprehensive assessment of students to determine those in need of particular help;
- To carry a case load of students causing concern and to produce an action plan with students, parents, teachers and Head of House (HOH)
- To provide information and advice to enable students to make choices about their behaviour/attendance/punctuality;
- To support students to improve their behaviour/attendance/punctuality through the use of a range of strategies including target-setting;
- To monitor students’ response to intervention;
- To respond to staff requests for behavioural support in lessons, advising on strategies, providing in-class observation, removing students and supervising them if appropriate;
• To liaise with teachers to ensure that students who may from time to time be withdrawn from normal lessons are reintegrated as smoothly and as soon as possible;
• To evaluate progress with individuals / groups of students against agreed targets on a regular basis;
• To provide regular information on such progress to parents and to House Team Leader;
• To keep accurate records of interviews with students and agreed outcomes;
• To contact parents/carers regularly by telephone or home visits where necessary to discuss specific issues; and to keep accurate records of agreed outcomes
• To analyse and evaluate data/information and to produce reports/information/data as required by House Team Leader, SLT, Governors, SENCo, others.
• To liaise closely with other agencies [ EWS; Social Services; Ed. Psych; Health services; Connexions staff; others as appropriate].
• To represent the School at meetings involving other agencies [ Case Conferences, Review meetings, etc]
• To follow and promote all aspects of the School’s Behaviour Management Policy.
• To participate in the School detention system and to follow up on non-attendance;
• To be aware of and comply with policies and procedures on child protection, health and safety, confidentiality, data protection;

Key Organisational Objectives

The post-holder will contribute to the School’s objectives in service delivery by:

• Enactment of Health and Safety requirements and initiatives as directed.
• Ensuring compliance with Data Protection legislation.
• Operating at all times within the School’s Equal Opportunities framework.
• Commitment and contribution to improving standards for students as appropriate.
• Acknowledging customer care and quality initiatives.
• Help to implement quality assurance procedures.
• Participate in the School’s self-evaluation and review cycle.
• Implement modifications and improvement where required.

MANAGEMENT OF PEOPLE
• None

CREATIVITY AND INNOVATION
• The post-holder will be required to use judgement when determining the most appropriate action from a range of alternative options, deciding the order in which duties are undertaken and when to involve senior staff.
• Because every child has different needs, unexpected demands are almost a daily occurrence. The postholder will be required to deal with new situations on a regular basis and to show initiative. The degree of difficulty is likely to vary according to the particular set of circumstances.
• Under normal circumstances, guidance and support are available from HOHs and/ or members of Leadership Group. However, much work with students will be outside the normal class situation and, possibly, off site [home visits / case reviews, etc]; the postholder will be expected to draw upon his/her training and experience to deal with such situations.
CONTACTS AND RELATIONSHIPS
- Academic and Support staff including senior staff within school
- Students and working with targeted individuals and groups
- Parents
- External agencies including social services, health services, youth services and Educational Psychologist

DECISIONS
- Decisions are within defined procedures, policies, protocols and practices but can determine the order in which duties are performed. The post-holder will be required to use initiative to resolve problems that arise. Direction is readily available from the line manager or other professional or senior staff.
- The programme for students is determined by the postholder in discussion with the Head of House / members of the Leadership Group. The postholder is expected to use initiative in modifying approaches / strategies according to changing circumstances.
- Evaluation and management of support programmes, recording outcomes and contributing to review and assessments.
- Initiating contact with home / other agencies.
- Administration and organisation of resources, including prediction of future needs.
- Most decisions are limited by School policies and procedures. Guidance will be readily available from HOH and other senior staff. The post holder is not required to initiate policies and procedures but will be involved on a consultation basis as part of the team supporting learning

Consequences
- Student progress may be affected; the health, safety and welfare of students may be compromised; records may not be properly maintained. However, the postholder will work under the supervision and strategic direction of the HOH and, therefore, any errors should have a minimal impact.
- Any errors would usually be readily identified and rectified.

RESOURCES
- The post-holder has no direct responsibility for cash or equipment. S/He will have regular access to a PC.

WORK ENVIRONMENT

Work Demands
- The postholder will normally work within an agreed routine which may be varied dependent upon the needs/behaviour of students. Time management is a key element of this post. The co-ordination of support for targeted students requires consultation and
negotiation with a range of adults / service providers / students. There is a need to be vigilant and responsive to students' needs, often at very short notice.

**Physical Demands**
- The work requires normal physical demands of an office/classroom based post. The role may involve some travel locally to meetings or to conduct home visits.

**Working Conditions**
- The post-holder will work within the school environment. Some external visits, home visits and to meetings may be required.

**Work Context**
- Normal office/classroom context within a School environment. Some external visits to meetings/homes may be required, dealing with students and parents.

**KNOWLEDGE AND SKILLS**
- An understanding of the structure and operation of a School environment and an appreciation of how this role will enhance support mechanisms for students.
- Working knowledge of curriculum provision in a secondary School and of recent developments in education.
- Knowledge and experience of techniques related to raising self-esteem/ modifying behaviour/ target setting / monitoring progress / conflict resolution - with students / young adults and parents.
- Knowledge of ICT systems and applications, and an understanding of how such technology can be used to support students.

**COMMUNICATIONS**
- Communicate effectively and respectfully with all stakeholders as appropriate and as required.
- Communicate with external agencies, as required.
- Adhere to agreed policies for communications within the School.
- Contact with students and their parents/guardians, other employees at the School, must be in accordance with School policies and procedures. Liaise with professionals under the supervision/guidance of the Headmaster and/or Strategic Managers, as appropriate.

**MARKETING, LIAISON AND NETWORKING**
- Contribute to the School’s marketing activities by the promotion of a positive ethos and by supporting a positive image of the School.
- Take part in marketing, liaison and networking activities as required, for example, Open Evenings, events with partner Schools.

**EXPECTATIONS OF ALL STAFF (TEACHING AND SUPPORT)**
- Support the Headmaster and Strategic Leadership Team in creating a culture for learning, high standards of achievement and success for all the students.
- Carry out all duties and responsibilities in accordance with the School’s mission statement, policies and procedures, current practice and your duty of care for the students’ well-being and safety. Do not do anything to bring the name or ethos of the School into disrepute.
• Work flexibly as a member of a team and undertake such other duties as may be required within the scope of this post.
• Be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. Deal with enquiries efficiently, efficiently and sensitively.
• Ensure absolute confidentiality in all matters relating to the students, staff and School business, without exception.
• Be aware of and comply with policies and procedures relating to child protection, Health and Safety, security and confidentiality. Report concerns to your line manager, Headmaster, a member of the Senior Leadership Team or the Local Governing Body.
• Attend and participate in relevant meetings, training, performance development and other activities as required.

GENERAL
Special Conditions of Services
• Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview. Furthermore, applicants are required to inform the School of any such convictions throughout their period of employment.
• Applicants should note that the school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All successful applicants will be required to undertake an Enhanced Criminal Records Bureau check.
• The post-holder will be subject to ongoing Enhanced Criminal Records Bureau checks – on a three-year cycle with effect from the first date of employment.

Other Duties
• The duties and responsibilities in this job description are not exhaustive. The post-holder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post-holder.

Equal Opportunities
• The post-holder is required to carry out the duties in accordance with the School’s Equal Opportunities policy.

Health and Safety
• The post holder will ensure that the duties of the post are undertaken with due regard to the School’s Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at Work Act 1974 and all other relevant subordinate legislation.

Safeguarding
• All staff have a responsibility to safeguard and promote the welfare of students and young people within the School.
Job Description

- Employees will be expected to comply with any reasonable request from those in a position of responsibility to undertake work of a similar level that is not specified in this job description.
- This job description is current at the date shown. In consultation with the post holder, the job description may be changed by the Headmaster to reflect and/or anticipate changes in the job commensurate with the role.
- The job description is linked to addendums and the duties, role and responsibilities shown in the relevant addendum is expected of the post-holder.

Person Specification

Qualifications and Professional Development

Essential
- Some knowledge of working within an educational environment
- A good standard of education (e.g. GCSE’s or equivalent including Maths and English)
- Current First Aid Qualification (willingness to undertake for the post)

Desirable
- Qualification in related area (Classroom support, social work, police, health service, counselling, mentoring)

Personal Qualities

Essential
- Ability to establish good relationships with students, working as a role model and being aware of and responding appropriately to needs.
- Communication and inter-personal skills – socially and professionally skilled at dealing with a range of people; able to engender confidence in others; able to secure confidence of others; able to listen / counsel / negotiate / be sensitive / tactful / diplomatic as circumstances demand.
- Team worker – able to organise and motivate others; able to work positively with others: encourages input from all and actively contributes to team discussions, working to come to consensus decisions.
- Organisation skills– can prioritise work; maintain accurate records; meet deadlines, manage conflicting demands.
- ICT skills of a high order – able to use a range of software applications for administrative / planning / student support functions.
- Demonstrates integrity and total discretion in maintaining confidentiality.

Knowledge, Skills and Competencies

Essential
- Excellent interpersonal skills
- Experience and good skills in using ICT applications such as MS word, Publisher and excel
- Appropriate level of literacy and numeracy
- Good organisational skills
- Appropriate level of data protection, security and confidentiality awareness
- Ability to work independently and/or as part of a team
- Excellent administration and organisation abilities
- Ability to communicate effectively with internal and external contacts at all levels
- Ability to deal sensitively and appropriately with confidential information
- Excellent planning, organisation and administration skills

**Experience**

**Essential**

- Experience within a similar role within a school
- Experience or equivalent of working in a busy organization
- Experience of working with children of a similar age