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| Post Title: PASTORAL SUPPORT WORKER |
| Division/Section: EDUCATION | Post Grade: Grade 8, Scalepoint 12 |
| Location: East Ward Community Primary SchoolPart of Vision Multi Academy Trust | Post Hours: 35 hours per week (term time only) |
| Purpose and Objectives of Post:To work under the instruction/guidance of teaching or senior staff to undertake work/care/support programmes (inclusive of specific individual learning needs). To enable access to learning for a range of behaviour pupils for learning needs.Work may be carried out within the classroom or outside the main teaching area. |
| Accountable to: Headteacher |
| Immediately Responsible to: Deputy Head Teacher (SENDCO/Inclusion Lead) |
| Immediately Responsible for: Identified Pupils |
| Relationships: (Internal and External)Governing Body, Trust Board, Head Teacher, Teachers, Support Staff, Pupils |

Core Tasks:

* To provide learning and nurture support to focus children and groups of children
* To support and develop positive behaviour for learning both within the classroom and outside the classroom
* To deliver a specialist pastoral support service to remove barriers to learning and raise standards
* To develop and maintain effective and supportive relationships with families and other professionals
* To work within an extended range of services and partnerships to broker support and learning opportunities and improve the quality of services to all children

Specific Responsibilities:

* Maintaining confidential, secure, accurate and comprehensive case records and chronologies
* Liaising with Senior Management Team and Family Liaison and Inclusion Mentor
* Responding to Inclusion Manager, Family Liaison and Inclusion Mentors identification of pupils needing pastoral support and providing assessments of their personal, social and emotional needs.
* Under the direction of the Inclusion Manager, Family Liaison and Inclusion Mentor coordinate programmes for targeted children who are at risk of underachievement due to barriers to their learning
* Run specific intervention groups for children such as nurture groups, friendship groups or counselling
* Monitor the effectiveness of planned activities and review success
* Help parents and carers to develop a wide range of approaches to help them support their children learning and the wellbeing of the whole child
* Be responsible for clear communication with teachers, support staff, families and professional in order to promote effective support and continuity of support
* Working with parents to equip them with necessary parenting skills to promote the child’s appropriate learning
* Signposting agencies and support networks for parents and families
* Liaising with outside agencies to support the child and parents
* Undertake training and professional development for CPD
* Provide advice and contribute to specialist training programmes for school staff
* Comply with all schools policies and systems
* Promote good attendance

Where an employee is asked to undertake duties other than those specified directly in his/her job description, such duties shall be discussed with the employee concerned who have his/her Trade Union Representative present if so desired. (See paragraph 203 of supplement Conditions of Service).

Purpose and Objective of Post:

* To provide support to class teachers and pupils to ensure identified children are demonstrating positive behaviour for learning, are achieving their full potential, are learning ready and adaptions are made accordingly to best suit individual needs
* To provide practical and emotional support to children, their families and carers
* To work in partnership with children, families and outside agencies where there is a risk to the child of poor outcomes to ensure that they benefit most from the education services

* To work with children, families, school and outside agencies focussing on the personal, social and emotional needs of the children, supporting the wellbeing of the whole child
* To develop and implement strategic plans across the school that support staff and help children overcome barriers to learning
* To support the Designated Safeguarding Officer on Safeguarding
* To develop family engagement with school
* To promote and recommend a package of services to these families which improves and encourages positive outcomes for the children
* To support and engage with vulnerable families

To keep accurate records of the progress of pupils’ attending groups. To monitor pupils’ progress to check the effectiveness of the interventions

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#  PERSON SPECIFICATION

PASTORAL SUPPORT WORKER

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| ASSESSMENT METHOD | SHORT-LISTING CRITERIA | ESSENTIAL | DESIRABLE |
| APPLICATION FORM /INTERVIEW | QUALIFICATIONSNVQ 2 in Teaching Assistance or equivalent qualification or experience of working with children within specified age range | √ |  |
| APPLICATION FORM /INTERVIEW | Training in relevant learning strategies and positive behaviour strategies |  | √ |
| APPLICATION FORM /INTERVIEW | Ability to promote a positive ethos and role model positive attributes | √ |  |
| APPLICATION FORM /INTERVIEW | SKILLSAbility to work effectively within a team environment, understanding classroom roles and responsibilities, providing support to groups of children and identified focus children in class support and nurture. | √ |  |
| APPLICATION FORM /INTERVIEW | Ability to build effective working relationships with all pupils and colleagues | √ |  |
| APPLICATION FORM /INTERVIEW | Ability to work with children at all levels regardless of specific individual need | √ |  |
| APPLICATION FORM /INTERVIEW | Good personal numeracy and literacy skills | √ |  |
| APPLICATION FORM / INTERVIEW | KNOWLEDGEGood understanding of child development and learning | √ |  |
| APPLICATION FORM / INTERVIEW | Understanding of relevant policies/codes of practice and awareness of relevant legislation. | √ |  |
| APPLICATION FORM / INTERVIEW | Understanding of strategies to support a pupil with social communication difficulties, behaviour difficulties, attachment disorder and low self-esteem.  | √ |  |
| APPLICATION FORM / INTERVIEW | EXPERIENCEExperience of learning programmes and behaviour support programmes.Ability to provide focused interventions | √ |  |
| APPLICATION FORM / INTERVIEW | Ability to use ICT effectively to support learning | √ |  |
| APPLICATION FORM /INTERVIEW | Relevant experience of working with and/or caring for primary age children within an educational setting and none educational setting. | √ |  |
| APPLICATION FORM /INTERVIEW | PROFESSIONAL VALUES AND PRACTICEHigh expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements | √ |  |
| APPLICATION FORM /INTERVIEW | Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners | √ |  |
| APPLICATION FORM /INTERVIEW | Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work | √ |  |
| APPLICATION FORM /INTERVIEW | Able to improve their own practice through observations, evaluation and discussion with colleagues | √ |  |
| APPLICATION FORM /INTERVIEW | Ability to work collaboratively with colleagues and other professionals to carry out role effectively, knowing when to seek help and advice | √ |  |
| APPLICATION FORM /INTERVIEW | Ability to liaise sensitively and effectively with parents and carers | √ |  |
| APPLICATION FORM /INTERVIEW | Willingness to participate in relevant training and development opportunities | √ |  |

Employees of the school have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.