

**JOB DESCRIPTION**

<b>Post Title: Pastoral Co-ordinator</b>		<b>Director/Division People</b>		<b>Office Use</b>	
<b>Grade: Band 7 SCP 24 - 28</b>		<b>Service/Workplace: Cramlington Learning Village Secondary School (Category 8)</b>			<b>JE ref:</b>
<b>Responsible to: Senior Pastoral Co-ordinator / Deputy Headteacher / Business Manager</b>		<b>Date: January 2010</b>		<b>Manager Lever:</b>	
<b>Job Purpose:</b> <b>To work alongside the Learning Manager</b> <b>To work alongside students to remove barriers for learning</b>					
<b>Resources</b>		Staff	None		
		Finance	None		
		Physical	Office equipment accuracy and security of databases		
		Clients	Internal: Senior Leadership Team, teachers, support staff and students		
<b>Duties and key result areas:</b> Job Purpose <ol style="list-style-type: none"><li>1. Keep pupils engaged with their education</li><li>2. Prevent exclusions</li><li>3. Prevent truancy</li><li>4. Improve confidence and self esteem</li><li>5. Ensure students are given an opportunity to show what they are capable of if all else has failed</li><li>6. Support students to manage the daily stress of school</li></ol> <b>Organisation</b> <ol style="list-style-type: none"><li>1. To monitor individual progress of all students in the year group and take appropriate intervention to facilitate progress towards target grades</li><li>2. To be proactive in establishing discipline for learning across the year group including accessing and collating appropriate paperwork and records.</li><li>3. To take a lead in establishing individual learning pathways via interview, observation and questionnaire, liaising with appropriate agencies and personnel</li><li>4. To support students and staff involved in Challenge Wednesday activities</li><li>5. Managing and supervising students excluded from lessons and/or otherwise working to a modified timetable</li><li>6. Managing the transfer of integration of those who have mental health which have prevented them from attending school</li><li>7. Liaising with the school's Special Needs Co-ordinator, Counsellor, Attendance Manager, EWO and Welfare Officer to ensure students individual needs are being met</li><li>8. Retaining pupils engagement in school when all else has failed</li><li>9. Working with the Behaviour Support Service to identify behaviour problems and helping students develop strategies to manage this in the classroom. Continuing one to one work once the BSS intervention is complete</li></ol> <b>Administration</b> <ol style="list-style-type: none"><li>1. Monitor attendance of the year and liaise with attendance manager</li><li>2. Improve attendance, behaviour and social skills</li><li>3. Be involved in the creation and establishment of individual learning plans</li><li>4. Organising appointments with Connexions advisors to ensure the students are prepared for further education/employment</li><li>5. Monitoring and evaluating students' progress through observation and recording</li><li>6. Providing feedback to students in relation to progress, behaviour, attendance and achievements</li><li>7. Providing feedback to staff on pupils achievements, progress and other issues</li><li>8. Liaising with Learning Managers, Pastoral Co-ordinators and Student Counsellors e.g. to ensure provision is appropriate, to plan reintegration to plan exit strategies etc</li></ol> <b>Resources</b>					

1. To access the student voice via assemblies, focus groups, interviews and questionnaires using student feedback to promote the learning experience
2. To co-ordinate home/school links over a range of issues e.g. attitudes to learning, learning reviews, parental meetings
3. Supporting the most vulnerable pupils at a time when they would be otherwise failing to learn
4. Providing information and advice to enable students to make choices about their own learning/behaviour and attendance and consequences of their actions
5. Organising friendship groups and social communication groups for students who need to improve these skills

#### **Responsibilities**

1. Establish and co-ordinate proactive intervention in the classroom in terms of standard walks, pupil pursuits etc
2. Be involved in the creation of an ethos and culture in the Cramlington Learning Village e.g. events, trips, visits etc
3. To carry out duties as required
4. Timetabled sessions in the Inclusion Unit
5. Establishing productive working relationships with students acting as a role model
6. Running break, lunchtime and homework clubs
7. Supporting reintegration back into lessons
8. Have a commitment to safeguarding and promoting the welfare of children and young people

The duties and responsibilities highlighted in this job description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

#### **Work Arrangements**

Physical requirements:	Learning area and office based
Transport requirements:	Required to use own transport to attend meetings both within and outwith the County
Working patterns:	Normal hours but need to also work 'out of hours' as necessary
Working conditions:	Normally indoors

**PERSON SPECIFICATION**

<b>Post Title:</b> Pastoral Co-ordinator	<b>Service:</b>	Ref:
<b>Essential</b>	<b>Desirable</b>	<b>Assess by</b>
<b>Knowledge and Qualifications</b>		
Degree in any relevant subject Good education background e.g. to 'A' level of equivalent Good communication and literacy skills Coaching or mentoring skills	Interested in further professional development	A/I/R
<b>Experience</b>		
From a background of working with young people Recent relevant experience of working with young people in KS3 age range Working with children aged 11-16 Working in a school environment Experience in planning and implementing behaviour strategies 11-16 year olds Working with students with mental health and sensitive issues Understand current issues within SEN		
<b>Skills and competencies</b>		
Ability to use ICT to track, monitor and review student progress and behaviour across the curriculum Recent experience of working with a range of support agencies Knowledge of child protection procedures Good understanding of the principles of child development and learning Awareness of transitions and barriers to learning Good behaviour management skills Understanding of individual students needs and preferred learning styles Can work as a member of a team Coaching or mentoring skills Excellent communication skills Experience of using ICT	Working knowledge of ICT databases used in schools	
<b>Physical, mental and emotional demands</b>		
Some periods of concentrated mental attention and pressures from deadlines, interruptions or conflict Continuous significant emotional demands To create a calm, challenging and effective learning environment		
<b>Other</b>		
Willingness to take and act on advice High expectations of oneself and of students A commitment to and interest in the wellbeing, support and achievement of students Energy and enthusiasm A belief in teamwork and co-operation with adults and students A willingness to challenge oneself to seek continuous improvement To be positive about the need for innovation and change	Interested in further professional development	A/I/R

Flexibility, imagination and resilience, reliability and integrity A positive attitude to school Self awareness Able to deal with different demands of young people Have a commitment to safeguarding and promoting the welfare of children and young people		
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Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others  
e.g. case studies/visits