

Northumberland County Council  
**JOB DESCRIPTION**

<b>Post Title: Pastoral Support Officer</b>		<b>Director/Service/Sector: Children's services</b>		<b>Office Use</b>		
<b>Band: 4</b>		<b>Workplace: James Calvert Spence College</b>		S1474		
<b>Responsible to:</b> AHT Ethos & Culture		<b>Date:</b> June 2019	<b>Manager Level:</b>			
<b>Responsible for:</b> Working as a deputy safeguarding lead under the direct supervision of the Designated Safeguarding Lead.						
<b>Job Purpose:</b> To work under an agreed system of supervision and support the school to address the needs of pupils who need particular help with behaviour management to overcome barriers to learning.						
<b>Resources</b>		Staff	None			
		Finance	None			
		Physical	School, Centre and classroom resources			
		Clients	Internal (Teachers, groups of students) External (Parents/Carers, External Professionals)			
<b><u>Duties and key result areas:</u></b>						
<b>Support for Pupils</b>						
<ol style="list-style-type: none"> <li>1. Provide differentiated levels of individual support to pupils with behavioural issues, including those which special needs</li> <li>2. Manage the supervision of pupils excluded from, or otherwise not working to, a normal timetable</li> <li>3. Assist with the development and implementation of individual Education/Behavioural/Support/Mentoring plans and behaviour management strategies.</li> <li>4. Support the AHT Ethos &amp; Culture and the AHT Diversity in the assessment of pupils to determine those in need of particular help and support.</li> <li>5. Support the development of one to one mentoring arrangements with pupils and provide support for distressed pupils</li> <li>6. Establish productive relationships with pupils, responding to the needs of each individual child, acting as a role model and setting high expectations</li> <li>7. Provide information and advice to enable pupils to make choices about their own learning, behaviour and attendance.</li> <li>8. To actively promote inclusive practice within the classroom setting to ensure acceptance of all children.</li> <li>9. Encourage children to play and interact with one another in a positive manner.</li> <li>10. Support pupils consistently whilst recognising and responding to their individual needs.</li> <li>11. Support the challenge and motivation of pupils, promoting and reinforcing independence and self-esteem.</li> <li>12. Provide feedback to pupils in relation to progress, achievement, behaviours and attendance.</li> <li>13. Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development.</li> <li>14. To work with a small group of students within the school's internal unit (IU)</li> <li>15. Supervise pre-school and after-school clubs</li> </ol>						
<b>Support for the Teacher</b>						
<ol style="list-style-type: none"> <li>1. Carry out on-call duty as required to assist in managing behaviour</li> <li>2. Manage liaison with feeder schools and other relevant bodies to gather pupil information</li> <li>3. Manage the maintenance of pupils' records and accurately record achievement in relation to improvements in behaviour and successful interventions.</li> <li>4. Support the AHT Ethos &amp; Culture in the management of pupil behaviour.</li> <li>5. Prepare and use specialist equipment, plans and resources to support pupils improvement in behaviour.</li> <li>6. Establish constructive relationships with parents and carers, arranging home visits to support where necessary and participating in feedback sessions as directed.</li> <li>7. Take a lead role in the development, implementation and monitoring of systems relating to pupil behaviour and reintegration.</li> </ol>						

8. Provide administrative support to the AHT Ethos & Culture in the preparation of reports on pupils including:

- Dealing with correspondence
- Analysis of behaviour and attendance data
- Compilation of data
- Making telephone calls

#### **Support for the Curriculum**

1. Implement learning activities for pupils within an agreed framework of supervision, adjusting activities to meet pupil needs.
2. Help pupils access learning activities through specialist support.
3. Advise on appropriate deployment and use of specialist equipment or resources.

#### **Support for the School**

1. Comply with all school policies and contribute to the development of policy relating to:
  - Health and Safety
  - Equal Opportunities
  - Child Protection and Safeguarding
  - Confidentiality and data protection
  - Behaviour for learning
2. Work in such a way as to promote the ethos and vision of the school.
3. To work with families by visiting homes to engage with parents to promote early intervention and identify need.
4. Participate in training and development, and activities that contribute to the management of performance.
5. Assist with the management of pupils outside the classroom e.g. lunch times and outside the school as directed by the class teacher and members of the school's management.
6. Attend, participate and, if appropriate, chair regular meetings including readmission meetings, in liaison with the AHT Ethos and Culture
7. Take the initiative, as appropriate, in developing multi agency contacts to support the learning and development of children.
8. Communicate effectively with other agencies/professionals, in liaison with the AHT Ethos & Culture, to support achievements and progress of pupils.
- 9 Act as a deputy safeguarding lead under the direction of the Designated Safeguarding Lead with identified students.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

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**

Transport requirements:  
Working patterns:  
Working conditions:

Full driving licence and car

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**PERSON SPECIFICATION**

<b>Post Title:</b> Pastoral Support Officer		<b>Director/Service/Sector:</b> Children's Services	<b>Ref:</b> SG21
<b>Essential</b>	<b>Desirable</b>		<b>Assess by</b>
<b>Knowledge and Qualifications</b>			
<ul style="list-style-type: none"> <li>• Excellent numeracy and literacy skills (at least NVQ 2 Qualification);</li> <li>• Knowledge of the range and type of pastoral interventions available and be able to apply these appropriately in the context of the School's resources and the individual child.</li> <li>• Understanding of codes of practice and recent relevant education</li> <li>• Good understanding of the principles of child development and the learning process</li> <li>• Knowledge of support available from outside agencies</li> <li>• HSAW First Aid Certificate or equivalent or willingness to learn</li> </ul>	<ul style="list-style-type: none"> <li>• NNEB, NVQ or CACHE Level 3 or BTEC Level 3 or equivalent in a relevant discipline</li> <li>• Counselling/coaching qualification</li> <li>• Understanding of child development and learning</li> <li>• Safeguarding Level 2</li> <li>•</li> </ul>	(a), (i)	(t)
<b>Experience</b>			
<ul style="list-style-type: none"> <li>• Experience of working with children of the relevant age</li> <li>• Basic clerical skills</li> <li>• Experience of involvement in planning and evaluating effective actions for pupils at risk of underachieving</li> <li>• Working with children with additional needs and behavioural issues</li> <li>• Experience of following care plans and supporting children with behavioural issues and/or Special Needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Supervising small groups of children</li> <li>• Counselling</li> <li>• Delivering pastoral training</li> <li>• Experience of inter-agency work.</li> </ul>	(a), (i)	
<b>Skills and competencies</b>			
<ul style="list-style-type: none"> <li>• Excellent communication and interpersonal skills, able to relate well to children, parents/carers, colleagues and other professionals</li> <li>• Able to work independently with individuals, small groups or a whole class as required</li> <li>• Ability to use initiative and apply effective problems solving skills</li> <li>• Effective ICT skills and experience of using ICT in a learning environment</li> <li>• Can work as a member of a team, understanding their role in the classroom and associated responsibilities.</li> <li>• Ability to prioritise</li> <li>• Flexibility to adapt to current situations</li> <li>• Ability to manage conflict and confrontational situations</li> <li>• Calm and positive approach</li> </ul>	<ul style="list-style-type: none"> <li>• NVQ 2 ICT Qualification</li> </ul>	(a), (r)	(i)
<b>Physical, mental and emotional demands</b>			

<ul style="list-style-type: none"> <li>• Able to meet the physical demands of dealing with children with behavioural issues</li> <li>• Able to demonstrate resilience in dealing with challenging physical, mental and emotional situations, which can sometime be significant.</li> <li>• Exposure to disagreeable, unpleasant and hazardous conditions</li> <li>• Sensitive to the needs of children and their parents/carers</li> </ul>		
<b>Other</b>		
<ul style="list-style-type: none"> <li>• Willingness to participate in training and personal development</li> <li>• To have high expectations</li> </ul>	Evidence of participating in learning outside of work	(a), (i)

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