

Northumberland County Council  
**JOB DESCRIPTION**

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| <b>Post Title: Pastoral Support Officer</b>   | <b>Director/Service/Sector: Children's services</b> |  | <b>Office Use</b> |
| <b>Band: 5</b>  | <b>Workplace: James Calvert Spence College</b>      |  | S1591             |
| <b>Responsible to:</b> Head of Behaviour and Pastoral   | <b>Date:</b>  | <b>Manager Level:</b>  |                   |
| <b>Responsible for:</b> Leading and managing a specific cohort of students and advising form tutors in their pastoral role  |   |  |                   |
| <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)<br>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. Act as Deputy DSL, and liaise with LADO, police and other external agencies to ensure safeguarding is rigorous and meticulous</li> <li>2. Attend CIN or CP meetings as required.</li> <li>3. Responsible for accurate record keeping for students in the year group on, including but not limited to, safeguarding, child protection, attendance and behaviour.</li> <li>4. Responsible for referring students to appropriate outside agencies and completing the necessary documentation.</li> <li>5. Having an overview of behaviour, to identify students who may need extra support (liaise with Head of Behaviour and Pastoral), plan and implement intervention strategies</li> <li>6. Work with the EWO to monitor and raise attendance levels</li> <li>7. Provide differentiated levels of individual support to pupils with behavioural issues, including those which special needs</li> <li>8. Manage the supervision of pupils excluded from, or otherwise not working to, a normal timetable</li> <li>9. Assist with the development and implementation of individual Education/Behavioural/Support/Mentoring plans and behaviour management strategies.</li> <li>10. Support the Head of Behaviour and Pastoral and SENDCO in the assessment of pupils to determine those in need of particular help and support.</li> <li>11. Arrange, develop, and conduct one to one mentoring arrangements with pupils and provide support for distressed pupils</li> <li>12. Establish productive relationships with pupils, responding to the needs of each individual child, acting as a role model and setting high expectations</li> <li>13. Provide information and advice to enable pupils to make choices about their own learning, behaviour and attendance.</li> <li>14. To actively promote inclusive practice within the classroom setting to ensure acceptance of all children.</li> <li>15. Encourage children to play and interact with one another in a positive manner.</li> <li>16. Support pupils consistently whilst recognising and responding to their individual needs.</li> <li>17. Support the challenge and motivation of pupils, promoting and reinforcing independence and self-esteem. This may require taking assemblies for designated Year Groups.</li> <li>18. Provide feedback to pupils in relation to progress, achievement, behaviours and attendance.</li> <li>19. Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development.</li> <li>20. To supervise and formally intervene with a small group of students within the school's Inclusion Unit(IU)</li> <li>21. To arrange meetings with parents in order to acquaint them with school policy or to discuss the welfare and general problems of any particular student.</li> </ol> |   |  |                   |

22. To organise and oversee parental contracts in relation to behaviour and attendance as per policy and discuss further action where relevant with parents and CYPS.

### **Support for the Teacher**

1. Support teachers with any safeguarding issues that are identified.
2. Carry out on-call duty as required to assist in managing behaviour by supporting teaching colleagues as required and facilitate restorative conversations to overcome potential lost teaching and learning time.
3. To support Form Tutors on a day to day basis by providing guidance on attendance, behaviour, and standards.
4. To ensure that school standards are adhered to, monitoring for inconsistencies, and support the Head of Behaviour and Pastoral in striving for consistency between all colleagues.
5. As required, lead year team meetings and action any responses from those where appropriate.
6. Manage liaison with feeder schools and other relevant bodies to gather pupil information
7. Manage the maintenance of pupils' records and accurately record achievement in relation to improvements in behaviour and successful interventions.
8. Support the leadership team with the management of pupil behaviour.
9. Prepare and use specialist equipment, plans and resources to support pupils improvement in behaviour.
10. Establish constructive relationships with parents and carers, arranging home visits to support where necessary and participating in feedback sessions as directed.
11. Take a lead role in the development, implementation and monitoring of systems relating to pupil behaviour and reintegration.
12. Provide administrative support to the Head of Behaviour and Pastoral in the preparation of reports on pupils including:
  - a. Dealing with correspondence
  - b. Analysis of behaviour and attendance data including associated intervention to overcome barriers to learning
  - c. Compilation of data
  - d. Making telephone calls

### **Support for the Curriculum**

1. Help pupils access learning activities through specialist support.
2. Monitor the efficacy and consistency of activities associated with Tutor Curriculum Time.

### **Support for the School**

1. Comply with all school policies and contribute to the development of policy relating to:
  - a. Health and Safety
  - b. Equal Opportunities
  - c. Child Protection and Safeguarding
  - d. Confidentiality and data protection
  - e. Behaviour for learning
2. Work in such a way as to promote the ethos and vision of the school. This includes, but is not limited to, being a high profile presence around the school, consistently delivering the school behaviour, attendance, punctuality. and uniform policies in relation to all students.
3. To support Directorates in their detention supervision.
4. To supervise the orderly entry and exit of the students each day.
5. Prepare reports and references including confidential reports where needed, for example for social services, the education psychology team, reports for relevant meetings, including core groups and strategy meetings.
6. To work with families to engage with parents to promote early intervention and identify need, such as barriers to good attendance such as financial constraints. This may also require making home visits.

7. Participate in training and development, and activities that contribute to the management of performance.
8. 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.
9. Attend, participate and, if appropriate, chair regular meetings including readmission meetings, in liaison with the Head of Behaviour and Pastoral
10. Take the initiative, as appropriate, in developing multi agency contacts to support the learning and development of children. For example, attending Early Help meetings and acting as Lead Professional in TAF meetings when necessary.
11. Communicate effectively with other agencies/professionals, in liaison with the Head of Behaviour and Pastoral, to support achievements and progress of pupils.

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**

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| Transport requirements:<br>Working patterns:<br>Working conditions: |  |
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Northumberland County Council  
**PERSON SPECIFICATION**

|  |  |  |                     |
|--|--|--|---------------------|
| <b>Post Title:</b> Pastoral Support Officer  |  | <b>Director/Service/Sector:</b> Children's Services  | <b>Ref:</b> S1483   |
| <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> </ul> | (a), (i)<br><br>(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)<br><br>(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