**LAKELANDS ACADEMY JOB DESCRIPTION**

**POST TITLE:** Pastoral Support officer

**GRADE:** Grade 6 - Scale points 8-11

**HOURS OF WORK:** Part time or Full time considered, term time only plus PD days

**POST STATUS:** Permanent

**Disclosure level:** Enhanced

**Responsible to:**  Assistant Headteacher/ Year Leaders (YL)

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**MAIN PURPOSE OF THE POST:**

* To support the Year Leaders (YL)to provide the most effective care, monitoring, guidance, and support so that positive student wellbeing contributes to excellent student progress.
* To be part of the Pastoral Team of staff and be willing to act in support across the age range when necessary.
* To be willing to take on an additional role within the academy dependent on the skills and qualities the post holder possesses to support the smooth running of the academy.

**KEY RELATIONSHIPS:**

The post holder will be responsible to the Assistant Head, Year Leaders(YL) Heads of Year and be required to work closely with teaching and non-teaching staff, SENDCO, Designated Safeguarding Lead (DSL), Attendance and Welfare manager, and have contact with students, parents, and external agencies.

**DUTIES:**

**Academic Monitoring and Intervention**

1. Jointly, with YL, identify students through data analysis (including attendance) who may be in danger of underachieving and devise bespoke strategies and interventions to address barriers to learning.
2. Arrange meetings with parents, staff, students and outside agencies as necessary to discuss underachievement and/or any pastoral issue impacting on learning.
3. Mentor students – individuals or groups – communicating with form tutors, subject teachers and YL HOY where necessary.
4. Provide regular mentoring to CLA students, liaise with Designated Teacher to prepare for PEP meetings, review targets and attend PEP meetings.
5. Identify and track progress of specific groups of students using the academy’s tracking software.
6. Collect, enter and use academy data to support academic and pastoral analysis, and present data for purposes of analysis, monitoring and presentation.
7. Organise during school and after-school interventions.
8. Support with pastoral administration and in the analysis of reports.
9. To support the mental health lead in the organisation, implementation, and evaluation of the mental health ambassador programme.
10. To liaise with, when appropriate, the A & W manager re: supporting students who are poor attenders.

**Support and Sanctions**

1. To be initial contact for any incidents that occur unless the gravity of the incident requires immediate escalation to YL /SLT.
2. Conduct ‘investigation’ of any incidents, gather statements, isolating student(s) if necessary, Organise First Aid assessment where necessary and proactively seek to resolve the matter (if not sufficiently serious to refer to YL). This may involve contact with parents, depending on the situation. Record actions on CPOMS.
3. Support students and staff with restorative work/conversations to enable students to access learning.
4. Where incidents are more serious, conduct investigation until the YL is available to discuss the matter and decide on appropriate action and support YL to carry out this action.
5. Under the direction of the YL, conduct post sanction meetings with students to explore the reasons for misbehaviour (where patterns of re-offending begin to emerge)
6. Communicate with parents, staff, and students, if necessary, in order to keep them informed about any concerns of a pastoral nature, but also to celebrate success.
7. Assist with Pupil Planning Meeting administration.
8. Manage and supervise students who are not actively in lessons, e.g. due to reflection time.
9. Organise the detention rota and analysis / presentation of detention data.
10. Assist in the management, monitoring, and development of the Rewards system.
11. Support the YL in all aspects of the Year 6 -7 transition procedure, including attending meetings/events as required.
12. Support the YL in any ‘in-year’ transition events that are developed as a way of easing the transition into secondary education.
13. Support the YL in all aspects of the post-16, out of school events, Careers education processes / procedures, internal exams, and student references.
14. Manage mid-year admissions, in liaison with YL (including tours), and make initial contact new CLA students and carers under the direction of the DT/SENDCO.

**Safeguarding and Welfare**

1. Organise and assist in Early Help family meetings, completing the family assessments and completing the referral on the liquid logic system.
2. Provide support for Disadvantaged students (including CLA and Young Carers), involving communication with parents/carers, attendance at relevant meetings, completion of relevant paperwork and feedback to DSL/DT Lead where necessary.
3. Follow all protocols of GDPR, data protection and confidentiality whilst sharing the monitoring findings, concerns, and relevant information with key staff as appropriate.
4. Undertake relevant CP training as appropriate and always follow CP procedures.Complete DSL training and ensure the training is updated as required.
5. Organisation of school counselling.
6. Record safeguarding concerns on the child protection online management system (CPOMS)
7. Hold one to one meetings with students to ensure their wellbeing and address any concerns.
8. Refer to appropriate external multi- agencies when appropriate.
9. Communicate and liaise with the Early Help team to provide support to students on level 2 and 3 plans.
10. Update the liquid logic system for students on level 2 and 3 plans.
11. Complete multi-agency referral forms when needed.
12. Contact FPOC when necessary.
13. Manage and assess impact of interventions thought CORE10.
14. Assess students’ wellbeing through RCAD scoring system. Ensure referrals are made were appropriate.
15. To complete tasks (as and when required) for the DSL, Senior DDSL, Year Leaders/Heads of Year and Attendance and Welfare Manager with any element of the DDSL role required at that time.

For e.g. follow through safeguarding incidents, carry out various risk assessments, including contact/meetings with parents when required, complete various referrals such as BeeU/contact outside agencies.

**Other**

1. Attend Pastoral Team / Staff Development meetings, parents’ evenings as appropriate, PD Days/Twilights (as required), school trips and other academy events.
2. Be part of the duty rota team (including Assembly Supervision Rota) and lunchtime detentions (including monitoring).
3. Cover lessons for short term absence where required.
4. Undertake any other duties as designated by the YL /SLT

*The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

*“This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced Disclosure from the Disclosure and Barring Service before the appointment is confirmed. This check will include details of cautions, reprimands or warnings as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post.”*

In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

**PERSON SPECIFICATION – Pastoral Support Officer**

* Motivation to work with children and young people;
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
* Emotional resilience in working with challenging behaviours; and

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|  | **Attributes** | **Essential** | **Desirable** |
| **Qualifications** | 5 x GCSEs including Maths, English  | ✓ |  |
| First Aid at work and/or Healthy and Safety qualification |  | ✓ |
| Relevant qualification and/or experience | ✓ |  |
| Counsellor/Learning Mentor/ HLTA qualifications/Coaching |  | ✓ |
| Full, clean driving licence |  | ✓ |
| **Knowledge & experience** | Experience working in an educational setting or other relevant environment providing a range of support/interventions to children and young people |  | ✓ |
| Has an understanding of the issues children and young people face | ✓ |  |
| Understands the issues involved in improving school attendance |  | ✓ |
| Experience of a range of behaviour management strategies/Dealing with some challenging behaviour or other specific SEN. |  | ✓ |
| Experience of working with/knowledge of Multi-agency teams  |  | ✓ |
| Experience of data management |  | ✓ |
| Experience of tracking, mentoring and intervention strategies that impact on achievement |  | ✓ |
| Experience of supporting literacy/numeracy skills |  | ✓ |
| Experience of dealing with challenging situations involving people | ✓ |  |
| **Skills and Abilities**  | Excellent organisation skills and ability to work to tight deadlines under pressure | ✓ |  |
| Good numeracy, literacy and presentation skills | ✓ |  |
| Ability to respond flexibility as needs arise and to be confident working with individuals, groups and whole classes if required. | ✓ |  |
| Willingness to undertake Training to aid Professional Development  | ✓ |  |
| Very good ICT skills  | ✓ |  |
| **Personal Qualities** | Excellent interpersonal skills | ✓ |  |
| Resilience in managing ever changing demands of the role | ✓ |  |
| Can demonstrate the ability to work well with adults (inc parents), young people and others to enhance student achievement, well-being, attendance and behaviour. | ✓ |  |
| To act professionally at all times, and lead by example in an Academy setting | ✓ |  |
| To have high personal standard of dress and also expect high standards in students | ✓ |  |
| Experienced in life’s challenges and possess the ‘Life skills’ to guide and support students | ✓ |  |
| Dedicated, reliable and willing to go that ‘extra mile’ to see the job through | ✓ |  |
| Effective team player | ✓ |  |
| Hardworking, committed, personable, cheerful, discreet and confident | ✓ |  |
| Understands the importance of confidentiality | ✓ |  |
| Able to tackle difficult situations / individuals and resolve issues | ✓ |  |
| Can demonstrate a problem solving “can do” approach | ✓ |  |
| Can demonstrate and act upon own initiative within boundaries of academy policy | ✓ |  |
| Good sense of humour | ✓ |  |
| Good health and record of attendance | ✓ |  |
| **Other** | Prepared to work at other locations from time to time as circumstances might dictate Drive minibus when required (or willing to take test if eligible in order to do so) |  | ✓ |

* Attitudes to use of authority and maintaining discipline.