



## Pastoral Support Officer JOB DESCRIPTION

### Role Purpose:

The purpose of this role is to support the Pastoral Team providing whole school pastoral support to meet the needs of students who require assistance in overcoming barriers to learning in order to achieve their full potential.

### Key Accountabilities:

This post holder will be accountable for:

#### Pastoral Support

- To support the pastoral team and Home School Liaison Team with students, parents, school staff and outside agencies to ensure the attendance of students across the school.
- To support the team in signposting support for families in need.
- To support the Home School Liaison team to carry out home visits to support families/children, providing outreach support to families in line with academy procedures on the basis of priorities and needs that the Filter Groups have identified
- To support the Pastoral team to improve attendance and late arrivals by monitoring and offering assistance to establish the reason for non-attendance, make assessments and agree a plan for facilitating a return to school using appropriate strategies within specified timescales. This includes signposting activities and support to engage students in education and reduce barriers to learning.
- To advise and assist parents/carers to maintain regular school attendance and good behaviour and signpost support for them.
- To monitor whole school attendance and punctuality, sending out attendance letters and following up where appropriate.
- To work with designated groups of students to improve attendance.
- To collect and collate statements relating to incidents and follow up directly when appropriate
- To provide support and advice to students with respect to their learning, emotional and social well-being, health and safety and personal development
- To support the pastoral team and Home School Liaison Team working proactively with vulnerable students
- To contribute to Pastoral Support Plans
- To be aware of and comply with policies and procedures relating to Child Protection and all aspects of safeguarding children
- To liaise with parents as and when appropriate
- To produce appropriate records of incidents dealt with and record and monitor in particular bullying and racial incidents
- To participate in training and other learning activities as identified through line management and performance management processes.

All work is undertaken as part of a team under the direction of the Deputy Headteacher and Assistant Headteacher.

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Culture

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT’s policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT’s policy relating to the promotion of Equality, Diversity and Inclusivity

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

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## PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

## OUR VALUES

<b>Thinking Big</b>	<ul style="list-style-type: none"> <li>• Show energy, enthusiasm and passion for what you do</li> <li>• Demand the highest quality in all that you do, and in the work of your team</li> <li>• Willing to champion new ideas and think beyond the status quo</li> <li>• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better</li> <li>• Be open to new ideas and change where it will have a positive impact on the organisation</li> <li>• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT</li> <li>• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work</li> <li>• Commitment to self-development, and developing your wider Team</li> <li>• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further</li> <li>• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence</li> </ul>
<b>Doing the Right Thing</b>	<ul style="list-style-type: none"> <li>• Have integrity and honesty in all that you do</li> <li>• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work</li> </ul>

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	<ul style="list-style-type: none"> <li>• Take responsibility and ownership for your area of work</li> <li>• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils</li> <li>• Be transparent and open</li> <li>• Be resilient and trustworthy</li> <li>• Stand firm and stay true to our mission</li> </ul>
<p><b>Showing Team Spirit</b></p>	<ul style="list-style-type: none"> <li>• Understand how you can have a greater impact as a team than you can as an individual</li> <li>• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission</li> <li>• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level</li> <li>• Recognise and celebrate the success and achievements, no matter how small, of your colleagues</li> <li>• Be generous with sharing your knowledge to help to develop others</li> <li>• Understand and be willing to receive suggestions and input on your area of work from others</li> <li>• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work</li> <li>• Be aware of other peoples' needs and show an ability to offer genuine support</li> <li>• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams</li> </ul>

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## KNOWLEDGE, EXPERIENCE & SKILLS

<b>Requirement</b>	<b>Assessed at</b>
<b>E – Essential</b>	<b>A – Application Stage</b>
<b>D – Desirable</b>	<b>I – Interview Stage</b>
	<b>P – During the probationary period</b>

		<b>E</b>	<b>D</b>	<b>A</b>	<b>I</b>	<b>P</b>
<b>Organisational Fit</b>	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
<b>Knowledge</b>	Minimum of 5 GCSEs including Maths and English (grade 4-9) or equivalent	X		X	X	
	Understanding of the national curriculum especially core subject areas	X		X	X	
	Demonstrable understanding of young peoples’ social, emotional and educational development needs	X		X	X	X
	Understanding of ‘Early Help’ strategy, policies and protocols		X	X	X	X
	Knowledge of safeguarding and child protection issues and procedures	X		X	X	X
	Knowledge of the issues related to working with children who reside in areas of high socio-economic deprivation	X		X	X	X
	Recent and relevant CPD	X		X	X	X
	Counselling/mental health/behaviour improvement qualification		X	X	X	X
<b>Experience</b>	Proven record of raising standards and pupil achievement	X		X	X	X
	Experience of developing effective strategies to overcome barriers to learning	X		X	X	X
	Minimum 3 years’ experience in a similar role in a school environment	X		X	X	X
	Experience of working with children or young people who are vulnerable or disaffected	X		X	X	X
	Experience of supporting the social, emotional and educational development of students	X		X	X	X
	Experience of dealing with difficult and challenging behaviour	X		X	X	X

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	Experience of working with and preparing documentation for external agencies		X	X	X	X
<b>Skills</b>	Effective behaviour management skills	X		X	X	X
	Ability to build and maintain effective working relationships with pupils and parents/carers	X		X	X	X
	Ability to build and maintain effective working relationships with internal colleagues and external agencies	X		X	X	X
	Ability to communicate effectively with a wide range of stakeholders using a variety of media	X		X	X	X
	Ability to hold difficult conversations confidently and effectively	X		X	X	X
	Ability to prioritise workload effectively to meet deadlines and work under pressure	X		X	X	X
	Ability to use ICT equipment and software such as spreadsheets, databases and other packages effectively	X		X	X	X
	Ability to deal with sensitive and confidential pupil information in line with GDPR requirements	X		X	X	X
	Ability to build and maintain effective working relationships with pupils and parents/carers	X		X	X	X
	Ability to build and maintain effective working relationships with internal colleagues and external agencies	X		X	X	X

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