

Caterham High School

Pastoral Support

JOB DESCRIPTION

Job Title:	Pastoral Support
Grade:	LBR 5
Responsible to:	Pastoral Support Leader and SLT Behaviour
Responsible for:	NA
Date of Job Spec:	January 2019

Purpose

To work as part of a co-ordinated and professional team to reduce incidents of disruptive behaviour across the school, to create a positive learning environment and ensure the smooth running of the school. To provide a range of support for students who fail to meet minimum standards of expected behaviour or who exhibit behaviour difficulties with a view to improving their behaviour in the classroom and across the school. To support and uphold the positive behaviour ethos of the school, and follow the school's policy for behaviour.

Liaising with a range of staff including the Pastoral Support Leader, SLT Leads for Behaviour and Safeguarding; Heads of Year, other members of the Pastoral Support Team and student services support staff including attendance officer/administrators; SENCo, EAL staff, HIP manager and other key inclusion personnel; Curriculum or Subject Leaders, and teaching and support staff; and parents and carers with guidance from the Pastoral Support Leader.

Attend meetings as necessary with the Pastoral Support Leader and Heads of Year when necessary, and others as appropriate.

Employees are expected to be courteous and provide a welcoming environment to visitors and telephone callers at all times.

Role of the Pastoral Support team member

Working under the direction of the Pastoral Support Leader and closely with Heads of Year

- To be an active member of the team and work closely with the associated Heads of Year to help students overcome barriers to learning and improve their progress
- To attend meetings as directed by the Pastoral Support Leader and SLT Behaviour Lead
- To cover for other Pastoral Support members as necessary

Provide support for on-call, on corridors and non-teaching areas across school

- To respond appropriately to behaviour incidents when on-call following behaviour protocols, de-escalating incidents where appropriate
- To provide a professional, high level presence on the corridors throughout the day to ensure students are in lessons and to reduce class truancy
- To provide a professional high level presence in playgrounds before, after school and during break and lunchtime as rostered.
- To remove students from lessons, under the guidance of the Pastoral Support Leader, where their behaviour is causing disruption to teaching and learning - in line with school policy
- To ensure that incidents are fully recorded and followed up as directed by the Pastoral Support Leader and/or SLT Behaviour Lead, and according to school policy

Return to Learn Room (R2LR)

- To supervise students from any key stage in the R2LR, as timetabled or as necessary, whilst incidents are being investigated or when required
- To take an active role in reparation between staff and students following an incident to repair relationships between students and staff wherever possible
- To complete appropriate administration tasks following a student admission to the R2LR.

Internal Exclusion

- To support and organise students who are placed in Internal Exclusion.
- Under the direction of the Pastoral Support Leader, liaising with the Heads of Year, Curriculum or Subject Leaders to facilitate support for students who are placed in Internal Exclusion to support their learning, and to address their behaviour issues using strategies to improve their behaviour and engagement in the classroom.

Student support under the direction of the Pastoral Support Leader

- As directed, provide mentoring, including group work, with targeted students identified by HoY/SLT/RS team including:
 - Behaviour for learning skills
 - Being responsible for own learning and progress
 - Anti bullying or positive social behaviour
 - To contact home regarding issues such as uniform, lateness etc, ensuring these are logged onto SIMS
- Work with targeted students, including shadowing students in lessons, who need to be reintegrated back into the classroom following exclusion or similar
- Provide on going monitoring and support of students who have difficulties with their behaviour
- Take an active role in improving behaviour at lunchtime. As directed by, and supporting, the Pastoral Support Leader to provide opportunities (eg clubs) or workshops for targeted students to improve lunchtime behaviours
- Take an active role in improving behaviour and ethos after school, helping to clear the school premises and supervising students where appropriate.
- To keep records of students seen, brief overview of what it was about and the impact of the intervention.
- To ensure all issues of behaviour/interventions dealt with are recorded on SIMS or as appropriate.

Safeguarding

- To uphold, support and act upon the school Safeguarding Policies and practice ensuring knowledge and understanding is up to date with clarity of procedures to be followed

Duties

- To undertake supervisory duties as required or pertinent to supporting good behaviour, addressing intermittent areas of concern, and supporting the smooth running of the school.
- To support SLT as needed in developing a positive ethos and positive image with the local community.

Professional Development

- To undertake relevant training and CPD that supports the development of a positive behaviour ethos in the school, and enables members of the Pastoral Support team to be well trained in their role.

Equal Opportunities

The School/Service is committed to achieving equality of opportunity in its service provision and amongst the workforce. All employees are, therefore, expected to understand, comply with and promote the School's/Service's policies in this respect and, in particular, take care not to commit any acts of unlawful discrimination.

Health & Safety

The postholder shall ensure that the duties of the post are undertaken with due regard to the Council's, the Education, Children's Services & Leisure Department's, and the School's/Service Health & Safety Policy statements. S/he shall also have regard to his/her personal responsibilities under the provisions of the Health & Safety at Work Act 1974 and all other relevant legislation. You should, therefore, ensure that you familiarise yourself with these documents.

In general, all staff are required to take due care for their own safety and the safety of their fellow employees at all times.

Safeguarding of Children and Young People

All schools and other Education Services in Redbridge are committed to safeguarding and promoting the welfare of children and young people. Therefore, all workers and employees at this School/Service are expected to share this commitment.

Received.....

Date.....

CATERHAM HIGH SCHOOL Pastoral Support Person Specification

Criteria	Essential	Desirable	Evidence
Attainments:			
<ul style="list-style-type: none"> Qualified in English/literacy and mathematics/numeracy to at least Level 2 of National Qualification framework with a Grade C or 4 in English Language 	Yes		Application form and original certificates
Experience:			
<ul style="list-style-type: none"> Working and supporting young people in an educational environment or other similar environment 	Yes		Interview, application form and working with learners
<ul style="list-style-type: none"> Experience of supporting young people with varying behavioural difficulties, including challenging behaviours 	Yes		As above
<ul style="list-style-type: none"> Experience of effective delivery of intervention strategies to individuals and in small groups 		yes	Interview and application form As above
<ul style="list-style-type: none"> Knowledge of the key factors affecting the way young people learn and behave 	Yes		As above
<ul style="list-style-type: none"> Knowledge of a range of strategies to establish purposeful learning and promote good behaviour 	Yes		As above
<ul style="list-style-type: none"> Use of ICT to advance both own and students' learning 	Yes		Application form and interview
<ul style="list-style-type: none"> Developed administrative skills including report writing and observations/evaluations 	Yes		
Special Skills/Knowledge/Abilities and Aptitudes:			
<ul style="list-style-type: none"> Ability to work collaboratively and flexibly within a team and contribute to team development 	Yes		Interview and application form
<ul style="list-style-type: none"> Ability to organise, prioritise and work on own initiative 	Yes		
<ul style="list-style-type: none"> Ability to communicate effectively and sensitively with school staff, professionals and parents/ carers 	Yes		As above - for all points in this section
<ul style="list-style-type: none"> Good understanding of behaviour management strategies that can be used to improve the learning and engagement of students during lessons 	Yes		
<ul style="list-style-type: none"> Enthusiasm, commitment and a desire to make a difference 	Yes		
<ul style="list-style-type: none"> To work quickly and efficiently under direction 	Yes		
<ul style="list-style-type: none"> Presence and the confidence to deal effectively and appropriately with students, staff and parents and carers 	Yes		
Commitment to the promotion of values, policies and procedures:			
<ul style="list-style-type: none"> Commitment to raising educational achievement, positive values, attitudes and behaviour 	Yes		Application form and interview
<ul style="list-style-type: none"> Commitment to building and maintaining successful and positive relationships with students 	Yes		As above
<ul style="list-style-type: none"> Ability to establish and maintain professional boundaries with young people 	Yes Yes		Application form, interview and working with young people
<ul style="list-style-type: none"> An understanding of Equal Opportunities and the issues affecting social, cultural, linguistic, religious and ethnic backgrounds 	Yes		Application form, interview and working with young people
<ul style="list-style-type: none"> An understanding and appreciations of the barriers and challenges that young people may experience and how these might impact on their lives and learning 	Yes		Application form and interview
<ul style="list-style-type: none"> To be able to establish and maintain confidentiality and follow data protection regulations and procedures 	Yes		Application form and interview
<ul style="list-style-type: none"> Commitment to own professional development 			