

Caterham High School

Pastoral Support

JOB DESCRIPTION

Job Title:	Pastoral Support
Grade:	LBR 6 term time only plus 5 days
Responsible to:	Pastoral Support Leader and SLT Behaviour
Responsible for:	NA
Date of Job Spec:	July 2022

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 additional high quality pastoral support for students in an allocated year group which promotes their safety, well-being and personal development.
- 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 directed with the Pastoral Support Leader and Heads of Year when necessary, and others as appropriate.

Role of the Pastoral Support team member

Priority Role 1:

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 and following Behaviour Policy
- 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 support management and investigation of behaviour incidents, for example taking or supporting statements in line with school guidance
- 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
- To report any concerns or incidents with students to the Pastoral Support Manager
- To be alert to safeguarding concerns and possibilities, and ensure compliance with safeguarding protocol and practice
- To cover for other Pastoral Support members of the 6th Form Supervisors as necessary

Reflection and Learning Zone Rooms

- To supervise students from any key stage in the Reflection Room and Learning Zone, 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 Reflection Room or Learning Zone.
- To supervise students in other areas of the PCC as necessary or as directed.

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

- 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 groups) 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, supporting detentions, carrying out duties in the community area, and supervising students where appropriate or as directed.
- To keep records of students' meetings or interactions, 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.
- To work the additional 5 days (equivalence) as directed by the Pastoral Support Manager or SLT
- To work as a team player in the Pastoral Support team, supporting the smooth running of the PCC with a flexible and positive attitude to changing work patterns or timetables

Priority Role 2:

Year Group Support

- Under the direction of managers, to provide the appropriate support required for students in the allocated year group to engage in their learning and contribute positively to school life.
- To promote The Caterham Way and encourage, support and develop students' ability to model the high standards reflected in these values in lessons, in and around school and beyond.
- To support the HoY to ensure that issues regarding attendance, punctuality, uniform and behaviour for the year group are addressed according to school procedures.
- Under the direction of managers, provide mentoring, including group work, with targeted students identified by HoY/SLT/RS team
- To contact home regarding issues such as uniform, lateness etc, ensuring contacts these are logged appropriately
- Provide initial support for individual behaviour concerns using a range of strategies, including informing and working with tutors and parents/carers
- To support and facilitate restorative conversations.
- To support with the administration tasks of the year group, including completing exclusion forms
- To attend meetings as directed by the Pastoral Support Leader and SLT Behaviour Lead
- Contribute to the organisation of and attend evening events relating to their year group
- To keep a rolling record of work carried out to support the HoY

Other Duties

- To undertake supervisory duties as required or pertinent to supporting good behaviour, addressing intermittent areas of concern or need, including the 6th Form, 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.
- To attend relevant training/CPD sessions, inset days and twilights sessions and continue professional development as agreed
- To be a qualified first aider to support children and be part of the First Aid Team
- To take an active role in Department reviews with external agencies, including Ofsted, the Local Authority
- To carry out all duties and responsibilities with due regard to the organisation's existing policies, such as child protection, health and safety, equal opportunities, and data protection
- To play a full part in the life of the school community, to support its ethos and values, and to encourage staff and students to follow this example
- To actively and positively engage in the performance management process
- To be welcoming and courteous to all visitors and telephone callers to the school, and when representing the school in the wider community or within the scope of the role
- To undertake other duties and responsibilities as required from time to time commensurate with the grade of the post

Training and Development

The school has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations as directed by SLT.

Health and Safety

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances.

Equality and Diversity

Caterham High School is committed to equality and values diversity. As such it is committed to fulfilling its equality duty obligations and expects all staff and volunteers to share this commitment. The duty requires the school to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people with whom they encounter with dignity and respect and are entitled to expect this in return.

Safeguarding

The member of staff will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct. They will uphold, support and act upon the school Safeguarding Policies and practice ensuring they have an up-to-date knowledge of relevant safeguarding legislation and guidance in relation to working with and the protection of children and young people. Every member of staff is responsible for ensuring that the school child protection policy is adhered to, and concerns are raised in accordance with this policy. They will attend Safeguarding meetings and events as appropriate and work with the Safeguarding Lead to promote strong, secure systems and development of ethos across the school.

Working ethos

Caterham High School expects all staff to work effectively as part of a team or teams, delivering high quality education and support to staff and students. As a minimum this requires dealing with people politely and tactfully, communicating with colleagues and students both formally and informally (but professionally), offering guidance and information in accordance with school guidelines, policies and procedures when requested and contributing to the maintenance of the school environment. In order to do this, staff are expected to make themselves aware of the relevant policies and procedures. All staff are required to maintain confidentiality as required.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that a post holder will carry out. Employees will be expected to comply with any reasonable request from a manager or be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

I have read, understood, and accept the above job description.

Last review date: November 2022 Next review date: November 2023

Headteacher's signature: _____ Date: _____

Postholder's signature: _____ 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
<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		As above
<ul style="list-style-type: none"> Developed administrative skills including report writing and observations/evaluations 	Yes		Application form and interview
<ul style="list-style-type: none"> First Aid qualifications or willingness to undertake First Aid training on appointment. 	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		As above - for all points in this section
<ul style="list-style-type: none"> Ability to communicate effectively and sensitively with school staff, professionals and parents/ carers 	Yes		
<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 			