**Job Description**

**Pastoral Support Worker**

**Post:** Pastoral Support Worker

**Pay: Scale Point 18 – 21 (£19,917 - £21,984 pro rata)
(actual salary £16,597 - £18,320)**

**Hours / Weeks:** 36 hours per week, 40 weeks per year.

**Reports to:** Assistant Head teacher – Pastoral & Wellbeing

**Responsible for:** Not applicable

**Annual Leave:** To be taken during Academy closure periods

**Purpose of Post:**

ThePastoral Support Worker will deliver a complementary service to teachers and other staff, addressing the needs of learners who require help in overcoming barriers to learning in order to achieve their full potential.

They work with a range of learners, but give priority to those who need the most help, especially those experiencing multiple disadvantages.

The variety of issues covered will range from punctuality, absence, challenging behaviour and safeguarding to working with able and gifted learners who are experiencing difficulties.

The Pastoral Support Worker will work collaboratively with teachers, pastoral staff, Heads of Year, SENCO and other agencies to identify students at risk of disaffection. This role will enhance existing provision to further support individual and groups of students learning and participation which encourages social inclusion.

**Duties**:

Under the direction of the AHT and SENCo the post holder will be expected to:

* investigating behavioural incidents; organising statements and producing a brief incident report for the Key Stage Coordinators.
* liaising with AHT, SENCo and Heads of Year regarding the behaviour and pastoral wellbeing of students.
* lead the Supervision Room and providing cover for middle and senior leaders on call as appropriate.
* liaising with relevant Heads of Department to ensure sufficient work is available for students in the supervision room.
* maintenance of the learning resources, display, stationary and general condition of the Supervision Room.
* monitor and plan interventions informed by pastoral data.
* organise and contribute to behavioural logs, ‘round robins’, Individual Action Plans and Pastoral Support Plan Meetings and follow-up work.
* mentor a caseload of identified students, to include target-setting and review meetings with students, lesson visits, group work and liaison with parents and staff.
* send work home for absent and/or excluded students.
* liaise with Heads of Year and Form Tutors on achievement and participation data for identified students.
* attend meetings with parents and students as required by the Heads of Year.
* attend and contribute to Heads of Year meetings.
* liaise with other professionals where appropriate, including School Nurse, Targeted Support Worker and CAMHS worker.
* act on attendance data supplied by the Attendance Officer.
* contribute to CAFs, Individual Action Plans and Pastoral Support Plans to targeted students [depending on experience of candidate].

Develop Supportive Mentoring Relationships

* assist staff in identifying learners showing early signs of disengagement who would benefit from mentoring
* helping learners who are underperforming in their subjects, either on a one-to-one basis outside the classroom or within lessons
* implementing strategies and supporting learners in self-esteem and confidence-building activities
* organising drop-in 'offload' sessions for learners outside of lesson time, where they can talk about a particular issue

Supporting Learning, Participation and Inclusion

* listening to and helping learners resolve a range of issues that are creating barriers to learning
* drawing up agreed action plans with learners, outlining the aims of the mentoring, and monitoring their progress
* monitoring attendance and punctuality of learners
* maintaining accurate records and preparing written reports and evaluations that assess underlying reasons for disengagement and take into account social, emotioal, mental and educational needs

Working in Partnerships

* visiting parents at home to discuss issues and problems, and running group sessions and workshops for parents at school
* advising parents on behaviour strategies and parenting skills
* networking with other learning mentors and teachers and relevant external agencies
* liaising with relevant professionals and individuals, e.g. educational psychologists, the police and social services
* setting up breakfast clubs and after-school clubs as well as running extracurricular activities, such as homework clubs, reading clubs, sports, music and discos, during lunchtimes or as out-of-school activities
* providing group activities such as anger management classes;

Supporting the School

* helping to secure funding to support learners' additional educational needs
* managing your own professional development through undertaking relevant training and sharing best practice with other learning mentors
* helping with transition activities for learners moving to secondary schools or on to further education

**Other clauses:**

* Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
* Provide a positive role-model in terms of timekeeping, dress code and work ethos.
* Demonstrate commitment to the role through continuous professional development.
* Maintain confidentiality in all Academy related matters.
* There may be occasions when it will be necessary to cover other roles and give support within the Academy when there are peaks and pressing issues.
* This role may require attendance on residential trips in order to meet the needs of identified students
* There may be occasions when it is necessary to deliver intimate care for individual students as appropriate following advice from the Occupational Health Therapist.
* This job description may be varied to meet the changing demands of the Academy at the reasonable discretion of the Headteacher/Line Management.

Please submit your application by email to, Karen Neville, HR & Compliance Manager, at recruitment@thearcheracademy.org.uk.

***Deadline for application: Midday on Monday 3rd July 2017***

***Interview date: W/c 10th July 2017***

This is undoubtedly an exciting time to join the Archer Academy. We very much look forward to hearing from you and thank you for your interest in our school.

Personal Specification – Learning Mentor

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| --- | --- | --- |
| Skills and Abilities | Essential | Desirable |
| Ability to communicate and interact effectively with children and young people |  |  |
| Ability to recognise and identify problems and take appropriate action |  |  |
| Ability to understand and contribute to educational programmes |  |  |
| Ability to deal with pupils’ physical, emotional andbehaviouralneeds as well as provide individual support as appropriate |  |  |
| **Knowledge** |  |  |
| Awareness of child development and the range of behaviours expected at different ages and stages of development |  |  |
| How to support a child whilst encouraging independence |  |  |
| The importance of planning and evaluation of learning activities |  |  |
| The importance of adults as role models and the importance of this for Teaching Assistants |  |  |
| Record keeping systems and procedures used within schools |  |  |
| School behaviour policies |  |  |
| Schools’ Health and Safety, confidentiality and Equal Opportunities policies |  |  |
| The legal implications and restrictions covering the recording of personal information, including the Data Protection Act, Children Act and the statementing process |  |  |
| The behaviour patterns that might indicate problems, such as child abuse, substance abuse or bullying |  |  |
| National policies for literacy and numeracy |  |  |
| The resources used to develop literacy and numeracy skills |  |  |
| Qualifications and Experience |  |  |
| Either, at least two years experience of comparable work in a similar setting **and / or** NVQ Level 2 in Teaching/Classroom Assistance (or equivalent qualification)  |  |  |
| Or, relevant GCSE or ‘A’ level qualifications or equivalent |  |  |
| First Aid Qualification |  |  |

**Safeguarding:**

The Archer Academy is committed to safeguarding all children. Candidates must be suitable to work with children and young people.

This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and a criminal record disclosure will be required prior to appointment- DBS/CRB check.

Members of the Panel have undergone Safer Recruitment training.