

UPLANDS COMMUNITY COLLEGE

Job Description

Department	Student Support Team (pastoral)
Job title	Pastoral Support Keyworker
Grade	Single Status Grade 6 (Points 14-16)
Responsible	Behaviour and Safeguarding Manager and Assistant Head Teacher, responsible for personal development, behaviour and welfare

Main purpose of the job

- To undertake support duties and assist the Behaviour and Safeguarding Manager, Leadership Team and Heads of Year, to ensure students are receiving their entitlement to high quality provision appropriate to their needs. That students with high levels of behaviour or learning issues in and out of the classroom are supported and tackled effectively and consistently.
- To undertake direct work with students and their families to overcome problems which lead to poor emotional wellbeing, problematic behaviour and exclusion, and to promote more inclusion.
- To work within the six principles of nurture:
 1. Children's learning is understood developmentally
 2. The classroom offers a safe base
 3. The importance of nurture for the development of wellbeing
 4. Language is a vital means of communication
 5. All behaviour is communication
 6. The importance of transition in children's lives

Main functions

1. To become a key adult; to support identified students both in and out of the classroom with positive behaviour and emotional well-being.
2. To manage a caseload of pupils identified to have issues with behaviour for learning. To assist with their academic and behavioural progression.
3. To support the teaching practice of others, to observe key students in lessons and provide strategies to ensure learning environments are inclusive.
4. To investigate student incidents as directed by the Behaviour and Safeguarding Manager, Heads of Year or Leadership Team and to report findings.
5. To liaise with the Behaviour and Safeguarding Manager, Heads of Year and AHT on a daily basis regarding behaviour, safeguarding, attendance and/or emotional wellbeing concerns.
6. To ensure all information is recorded and updated daily on SIMS, including 'interventions'.
7. To keep abreast of all successful techniques in behaviour and inclusion, and to implement those that are relevant.

8. Have an overview of the impact of the interventions taking place for key students, and to make recommendations for next steps.
9. To support Heads of Year to ensure good quality work is provided for students either in isolation or on a fixed term external exclusion.
10. To work closely with students in isolation and ensure their return to class is appropriate and successful.
11. To ensure all completed work from isolation is returned to relevant teaching staff.
12. Monitor the behaviour of students in isolation and facilitate early break and lunch.
13. Liaise with or refer to external agencies (as directed) to ensure the needs of individual students are being met.
14. To communicate concerns with parents, as directed by Behaviour and Safeguarding Manager, Heads of Year or Leadership Team.
15. To work closely with local primary schools to ensure student transition is successful
16. Have a clear understanding of safeguarding procedures and immediately refer any concerns to the Designated Safeguarding Officers.
17. To undertake and complete relevant training and qualifications (to be confirmed).
18. To promote, recognise and reward positive pupil behaviour in line with school policies, including students who show improvement.
19. To participate fully in the College Performance Management process
20. To Carry out the above duties in accordance with the Children's Services Department's Equal Opportunities Policy
21. To undertake such other reasonable duties as may be required within the school

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.



Person Specification

Post Title:	Pastoral Support Keyworker
Location:	Uplands Community College
Grade:	Single Status 6

	Essential Criteria	Desirable Criteria	Method of Assessment/ Source of Information
Education, Qualifications and Further Training	5 GCSE (A – C) including English and Maths	GCE Advanced Level or equivalent qualification	Application form
Abilities	Competent user of common ICT packages such as Microsoft Word, Excel and Outlook, or equivalent	Knowledge of SIMS and Lesson Monitor is highly desirable	Application form
	Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs, encouraging the student to stay on task.	Ability to improve student resilience and knowledge of the resilience framework	Application /Interview
	Ability to form and maintain appropriate relationships and personal boundaries with students and empathise with their needs		Application form / Interview
	Ability to consistently and effectively implement agreed behaviour management strategies		Application form / Interview/Test
	Excellent communication skills, being able to explain working practices clearly and concisely especially making and receiving telephone calls		Application form / Interview/ Presentation

Knowledge	Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the students.	Up-to-date knowledge of national and local educational issues	Application/ Interview
	Knowledge of SEN Code of Practice	Knowledge and experience of implementing the Six Principles of Nurture	Interview
	Awareness of the organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment.		Interview
	Knowledge of effective strategies to support behaviour for learning		

Experience	<p>Experience of working with vulnerable and challenging students, including those from disadvantaged backgrounds.</p> <p>Experience of supporting children 1:1 and in small groups, in a classroom environment, including those with special educational needs.</p> <p>Experience of inspiring and motivating students.</p> <p>Experience of working in a highly confidential environment</p> <p>Recent experience of a multi-tasking role.</p>	<p>Experience of developing intervention programmes with individual students.</p> <p>Coaching experience or qualifications</p> <p>Experience of working with hard to reach families</p> <p>Experience of attending child protection case conferences, etc.</p>	Application form / Interview
Personal Attributes	<p>Good attention to detail.</p> <p>Excellent organisational and prioritisation skills.</p> <p>Good time management skills.</p> <p>Ability to carry out routine and clerical tasks.</p>		Application form / Interview
	<p>Excellent interpersonal skills</p> <p>Committed to working as a positive and constructive team member, demonstrating a collaborative and co-operative approach, and sensitivity to the needs and feelings of others.</p>	Able to recognise and communicate changes to improve the Student Support Team	Application form / Interview
	Able to acknowledge and act on feedback about your own performance and behaviours.		Application form / Interview
	Demonstrable commitment to promoting equal opportunities and inclusion, with the belief that all children can be successful with appropriate support to challenge barriers to learning.		Application form / Interview
	High expectations of behaviour but able to challenge without		Application form

	<p>confrontation.</p> <p>Calm and adaptable with an ability to work in a flexible and busy environment whilst maintaining a sense of humour.</p> <p>High levels of tact, diplomacy, discretion and ability to respect confidentiality</p> <p>Self-resilience and emotional intelligence</p>	Ambitious for further training and/or promotion	/ Interview
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