

JOB SPECIFICATION

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| Job Title: Post 16 PA and Pastoral Support | Grade: 7 |
| Department: Sixth Form | Accountable to: Post 16 Respect Lead |
| Contractual Terms: | Responsible for: N/A |

Overall Purpose of the Job:

To support the Post 16 Respect Lead in ensuring that attendance, behaviour and wellbeing in the sixth form are of high quality and that effective and efficient systems are in place to monitor and improve these. To provide general administrative support to the Sixth form team.

Key Duties and Responsibilities:

Pastoral: To support the Post 16 Respect Lead with:

- Assist in the implementation of pastoral care within the sixth form
- Provide information as appropriate to the Senior Leadership Team
- Assist in ensuring time spent during guided studies is constructive and well used
- Monitor student attendance together with the students' progress and performance in relation to targets set for individuals, and ensuring follow up procedures are adhered to and appropriate action is taken where necessary
- Ensure the behaviour management system is implemented in the Sixth form so that the effective learning can take place
- Alert appropriate staff members to problems experienced by students
- Communicating as appropriate, with parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff
- Liaise with the wellbeing and safeguarding team with regards to child protection cases in the sixth form
- Engage with students through weekly sixth form briefing sessions where appropriate
- Communicate effectively with parents of students as appropriate
- Assist with parents and families, dealing with difficult situations in a sensitive manner with a view to a positive outcome
- Encourage parents and families in supporting their daughters learning and appropriate outcomes and opportunities

Student referral system:

- Deal with all pastoral and wellbeing referrals which come through staff.
- Ensure referral procedures are standardised and used effectively by all members of the Post 16 team.
- Arrange meetings with students, discuss the referral and ensure appropriate actions are in place.
- Make parental contact and write a formal letter to go home re referral actions/ interventions in place and arrange meetings with parents where necessary.
- Monitor student's attendance/ progress and set up review meetings with students.

Administration:

- Provide full administration support to the Head of Sixth Form and Post 16 Pastoral Manager
- Take full responsibility of the sixth form attendance line and ensure students have followed the correct protocol for informing the school of any absence
- Support with data on behaviour, attendance and punctuality
- Work with the Post 16 Respect Lead to support students interventions

- Be the first point of call for all student and parent enquires
- Assist in the planning and delivery of specific projects and events (induction week, open evening, progress week, residential trips, parents evening, student review day, enrolment day and prom)
- Assist in planning, arranging and delivering Work Experience to all sixth form students
- Support the post 16 admissions process
- Support the post 16 interviews for all internal and external candidates
- Assist in the management of induction day
- Recruit student ambassadors for any sixth form event
- Support careers lead with work experience

Additional Information

- Undertake any such duties commensurate with the post as directed by the Co-Heads/Line Manager.
- As part of the wider duties and responsibilities, the post holder is expected to promote and actively support the school's responsibilities towards safeguarding.
- Required to have a good knowledge and understanding of the General data Protection Regulation (GDPR) and willingness and commitment to ensure compliance of this regulation and any associated data related legislation.
- **This post is subject to an enhanced Disclosure and Baring Service check for regulated activity.**

The following section is the requirements for the job and lists the essential and desirable requirements needed in order to do the job. Applicants will be shortlisted solely on the extent to which they meet these requirements.

Please note:

E = Essential criteria to be able to undertake the job

D = Not essential to undertake the role but would be beneficial

A = Application Form

I = Interview/Assessment process

| Criteria | | Essential/ Desirable | How Assessed | |
|--|--|-------------------------------------|--------------|--|
| Qualifications: | <p>The role requires a minimum of 5 GCSE's Grade 4 – 9 (A –C) or equivalent including English and Maths.</p> <p>Educated to A Level</p> <p>Level 2 certificate in Safeguarding children</p> | <p>E</p> <p>E</p> <p>D</p> | A/I | |
| Experience: | <p>Experience of word processing, spreadsheets, databases, Powerpoint and other computer based systems.</p> <p>Experience of working with young people and families.</p> <p>Experience of working successfully with disaffected students, including those with challenging behaviour.</p> <p>Experience of working within an educational/multi agency setting.</p> | <p>E</p> <p>E</p> <p>E</p> <p>E</p> | A/I | |
| Knowledge and Statutory Requirements: | <p>Ability to Engage constructively with, and relate to ,a wide range of young people, parents/carers, from different backgrounds.</p> | E | A/I | |

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| | Ability to relate to young people about attendance and behaviour issues. | E | | |
| Planning, Organisation and Mental Challenge: | <p>Ability to assess and review young people and family circumstances and make plans.</p> <p>Judgemental skills in order to identify straightforward solutions to simple problems.</p> | <p>E</p> <p>E</p> | A/I | |
| Interpersonal & Communication: | <p>Good communication and interpersonal skills to relate, to people at all levels within the Trust.</p> <p>Ability to remain calm under pressure.</p> | <p>E</p> <p>E</p> | A/I | |
| Personal Qualities: | <p>Ability to contribute to effective team working.</p> <p>Effective time management.</p> <p>Ability to be a good role model to young people by demonstrating and promoting positive values, attitudes and behaviours</p> <p>Excellent organisational skills.</p> | | A/I | |

Main Contacts:

Post 16 Respect Lead, KS5 Pedagogy and Progress Lead, Co-Heads.

The post holder must always project a professional image when dealing direct with colleagues, governors, parents/carers and external bodies.

Characteristics of the post:

The employment checks required of this post are:

- Evidence of entitlement to work in the UK
- Evidence of essential qualifications
- Two satisfactory references
- Evidence of a satisfactory safeguarding check e.g. an Enhanced Disclosure and Barring Service Check for Regulated Activity
- Confirmation of medical fitness for employment as required
- Registration with appropriate bodies (where applicable)

Date Completed: Include date

Signature of Post holder:

Date:

This is a description of the job as it exists at present; All Trust Job Specifications are reviewed and are liable to variation in consultation with the post-holder in order to reflect future developments, roles and organisational change.

Please make sure that you can demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on our application form. The letters A, B and C in the "Rank" column refer to the importance we will give to your answers when we read your application. You must all the A's on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during your induction period.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled candidates. We have tried to do this, but if you have a disability and identify any barriers in the job specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview, etc.