



ST. MARY'S CATHOLIC HIGH SCHOOL

Role Profile

Job Title:	Pastoral & Behaviour Co-Ordinator
Department:	Pastoral
Grade Range:	Grade 5 – Scp 13-15
Hours:	Full time 36 hours per week Term Time + 5 days
Location:	St. Mary's Catholic High School
Reports to:	Pastoral & Behaviour Support Assistant
Responsible for:	N/A
Role Purpose and Role Dimensions:	Under the guidance of senior staff: be responsible for undertaking administrative, organisational processes within the school. Assist with the planning and development of support services.
Commitment to Diversity:	As a member of the School Team to take individual and collective professional responsibility for championing the council's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.
Key External Contacts:	<ul style="list-style-type: none">• Croydon Local Authority• Parents/Carers• Various External Agencies• Education Welfare Officer
Key Internal Contacts:	<ul style="list-style-type: none">• Headteacher• Students• Staff• Senior Leadership Team• General Public
Key Areas for Decision Making:	

Key Accountabilities and Result Areas:

Organisation

Key Elements:

This will involve:

- Receiving and supervising students excluded from, or otherwise not working to, a normal timetable.
- Support learning of students in the Learning Development Centre
- Deal with complex reception/ visitor matters
- Contribute to the planning, development and organisation of support service systems/ procedures/ policies.
- Monitor the behaviour of pupils in lesson, supporting staff with strategies to remove barriers to learning.

Administration

This will involve:

- Manage manual and computerised record/ information systems.
- Analyse and evaluate data/ information and produce reports/ information/ data as required.
- Liaising with schools and other relevant bodies
- Being responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/ records as requested
- Establishing constructive relationships with parents/ carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Assisting in the development, implementation and monitoring of systems relating to attendance, integration and behaviour.
- Clerical/ administrative support e.g. dealing with correspondence, compilation/ analysis/ reporting on attendance, integration and behaviour
- Complete and submit complex forms, returns etc, including those to outside agencies e.g. Individual Education Plans, Fair Access Panel documents, daily evaluation sheets and LAC documentation.

Resources

This will involve:

- Operate relevant equipment/ complex ICT packages
- Provide advice and guidance to staff, pupils and others
- Undertake research and obtain information to inform decisions.

Confidentiality

This will involve:

- You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees' access to and use of the council's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Key Accountabilities and Result Areas:

Key Elements:

Responsibilities

To develop, plan and implement strategies to address the pastoral needs of students (including the Child Protection needs) within the year team and the school, and to offer information, advice and guidance to other staff regarding the support of students.

- To ensure the Positive Discipline system is robustly and effectively implemented so that students experience a consistent approach across the school in respect of praise and, where appropriate sanctions.
- To liaise with parents and carers regularly, supporting the effective communication between the school and home.
- To support the effective running of Isolation so that it serves to diminish inappropriate behaviour.
- To carefully track the students in the year group in a holistic manner; acting, where appropriate, as an advocate for students liaising with members of staff to provide support to targeted students, to raise achievement and attendance.
- Develop and implement individual action plans (IEPs) for identified students relating directly to their individual needs and circumstances.
- Monitor and evaluate student's responses, progress and achievements against the action plan through techniques such as observation, gathering and analysing relevant data.

- Establish and maintain positive and appropriate mentoring relationships with students that engages, motivates and removes barriers to learning, aimed at achieving the goals defined in their action plan.
- Maintain regular contact with parent/carers of students in need of additional support, to keep them informed of the student's objectives and progress, and to secure positive family support and involvement.
- Provide objective and accurate feedback to students about their progress and achievement.
- Encourage students to take responsibility by providing a range of information, advice and guidance to support and enable them to make choices about their own learning and behaviour.
- Be a 'point of contact' between the school and external agencies involved in supporting students, proactively initiating and establishing links with other services as necessary, and maintaining positive working relationships to facilitate successful outcomes for students.
- Attend multi-agency meetings in order to fully support students' needs and act upon any issues arising in an effective and comprehensive manner.
- Log all appropriate information correctly on the academy's pastoral monitoring systems e.g. CPOMS, Sims etc, and, where appropriate, train other colleagues in respect of the effective recording of information.
- Take a lead in the comprehensive assessment of student performance by investigating information and analysing patterns/trends in a range of data, in conjunction with teaching and other support staff.
- Plan and deliver group and individual support sessions on topics such as self-harm, anger management, emotional resilience, effective parenting, study support.
- Work to improve student behaviour through a pro-active approach informed by trend analysis and through maintaining a clear and positive framework for behaviour management in line with the School's Behaviour Policy.
- Be responsible for promoting the welfare of students by identifying potential child abuse and following safeguarding procedures in accordance with the school's safeguarding policy.
- Work alongside the Attendance Officer/ EWO and Assistant Headteacher to provide support for students who are unable to attend the school, which may include home visits.
- To train as a child protection designated officer and demonstrate a commitment to improving personal practice through training and performance management.
- Attend Early Help Plans to enable support around a student and family, including collating accurate information, writing reports and representing the school.
- Support with transition arrangements for students entering or leaving the school.
- Supporting the school with student access arrangements and examinations.
- To carry out duties commensurate with the post as may be required by the Headteacher from time to time.

Green Statement

This will involve:

- Seek opportunities for contributing to sustainable development of the borough, in accordance with the council's Green Commitment. In particular, demonstrate good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in management of the service provision.

Equalities

This will involve:

- The council has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

Health and Safety

This will involve:

- Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

To contribute as an effective and collaborative member of the School Team

This will involve:

- To participate in training to be able to demonstrate competence.
- To participate in first aid training as required.
- Participating in the ongoing development, implementation and monitoring of the service plans.
- Championing the professional integrity of the School Service
- Supporting Customer Focus, Best Value and electronic management of processes.
- Actively sharing feedback on School policies and interventions

Person Specification

Job Title:

Pastoral & Behaviour Co-ordinator

Essential knowledge:

- Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.

Essential skills and abilities:

- Have integrity, be resourceful and adaptable
- Be able to work as part of a team
- Be flexible and be prepared to help and get involved with a whole range of clerical tasks
- Have experience of word processing, databases and spreadsheets or be willing and able to learn
- Have patience, a good sense of humour and ability to work under pressure
- Communicate effectively with parents, students, visitors and staff
- Be able to use a telephone system or be willing to learn
- Preferably have knowledge of the SIMS system or be willing to learn
- Have a good rapport with children and be willing to understand them and their needs
- Be able to meet deadlines.

Essential experience:

- Previous experience of working with children

Special conditions:

- Enhanced DBS check