

Recruitment Information The Dorcan Academy



Vacancy

Pastoral Support Officer

Closing date: Friday 24 June 2022 at noon

Proposed interview date: Tuesday 5 July 2022

Pay Scale: NJC Scale 5 Points 12-18, 40 hours a week, term time only

Full Time Equivalent salary: £22,571 - £25,419

Permanent Contract available

Start Date: 1 September 2022

To Apply

Apply by clicking on the link to our career sites on [TES](#) or [ETeach](#)

About us and about this role

Would you like to join us on our journey to become an **outstanding** school of **first** choice at the heart of our local community? Do you **care** enough to want to make a significant difference to the lives of our amazing students? We are recruiting for a Pastoral Support Officer (to join the team of four) who will assist the Pastoral Manager in promoting and taking responsibility for the well-being and pastoral development of students, ensuring a high standard of behaviour, attendance and pastoral welfare across the academy.

The Pastoral Support Officer will carry out a range of responsibilities, sharing tasks with the others in the team to ensure variety and to work to the strengths of colleagues. Full details are set out in the job description. You will be promoting and fully supporting the academy behaviour system ensuring that duties are carried out according to academy policy.

The Dorcan Academy is a popular 11-16 school with an exciting and enriching curriculum, and a myriad of learning experiences. We are located on the eastern edge of Swindon, within easy reach of the scenic Cotswolds and nearby Bath, Bristol and Oxford. We are an inclusive, caring school with friendly staff with high expectations of ourselves; and students have a positive attitude to learning. The school prides itself on challenging, supporting and developing staff and students, so that we are the best we can be.

Our vision is to be an outstanding school of first choice at the heart of our local community. We aim to do this through our:

- 1) **Culture** - An inclusive school where everyone is valued, cared for and nurtured in an extraordinary way.
- 2) **Curriculum** - Students acquire 'powerful knowledge' and skills that prepare them fully for the world work and their wellbeing, delivered through outstanding teaching
- 3) **Character** - Students stand out as model citizens, showing kindness, respect and doing their best
- 4) **Community** - All stakeholders use their unique gifts and talents to serve others and enable them to flourish

At The Dorcan Academy our ethos is underpinned by the five principles of: Belonging, Purpose, Aspiration, Perseverance and Achievement and seek to develop in our students the character virtues of Honesty, Integrity, Compassion, Courage, Generosity, Gratitude, Personal Responsibility, Resilience and Self-Discipline.

We will offer you:

- A supportive and bespoke staff induction programme
- Access to high quality professional development
- Unrivalled support from the leadership team
- Excellent specialist facilities and resources
- Committed staff who 'go the extra mile'
- Motivated, enthusiastic students who are ready and eager to learn
- Cycle to work scheme

The Dorcan Academy is committed to safeguarding the welfare of children and young people, and expects all staff and volunteers to share this commitment.

All appointments will be subject to satisfactory references, a DBS clearance, and proof of the Right to Work in the UK.

Further information and an application form is available at www.dorcan.co.uk.

Please note that CV's will not be accepted and applications must be submitted on and ETeach of TES application form and submitted by noon on the closing date.

Living in the area

We are located on the eastern edge of Swindon, within easy reach of the scenic Cotswolds and nearby Bath, Bristol and Oxford.

Swindon is a vibrant, modern town which has an exciting combination of cutting edge technological industry, intertwined with a rich industrial heritage, bequeathed from its importance as the centre of The Great Western Railway and the vision of Isambard Kingdom Brunel. Swindon is ideally located in north Wiltshire between London and Bristol and linked by major motorway and rail routes. This part of the county is very near to the border of Oxfordshire and Gloucestershire.

Swindon has easy access to railways, motorways, air links and it is easy to reach the South West, the South Coast, the Midlands and Wales. The thriving cities of Bristol, Oxford, Bath and London are all within easy reach. Many staff use the excellent accessibility to live outside of the town and travel to school.

Contact Information

If you require any further information or would like to come and visit the school, please contact:

Anne Cleary, Head's PA on 01793544012 or email acleary@dorcan.co.uk

We look forward to hearing from you

Job Title:

Pastoral Support Officer

Grade/ Level: 5

(Term time only)

8:15am to 4:15pm (40 hours)

Date :

September 2018

Role reports to (Job Title): **Pastoral Manager (non-teaching)**

Job Purpose:

To assist the pastoral manager in promoting and taking responsibility for the well-being and pastoral development of students, ensuring a high standard of behaviour, attendance and pastoral welfare across the academy.

Roles and responsibilities

The Pastoral Support Officer will carry out a range of responsibilities, sharing tasks with the other pastoral Support Officers to ensure variety and to work to the strengths of colleagues. These will include:

- Promoting and fully supporting the academy behaviour system ensuring that duties are carried out according to the academy policy
- Supervising, supporting and managing students in the isolation room who have been excluded from, or otherwise not working to, a normal timetable and assisting with their learning
- Ensuring that students in the isolation room are safe, can access learning and behave to a high standard, following the academy rules
- Establishing positive relationships with students, acting as a role model and being aware of, and responding appropriately to, individual needs
- Assessing the needs of students and using detailed knowledge and specialist skills to support their learning
- Providing feedback to students in relation to progress with classwork and support students consistently, whilst recognising and responding to their individual needs.
- Providing support for distressed students
- Providing information and advice to enable students to make choices about their own learning and behaviour.
- Challenging and motivating students, promoting and reinforcing self-esteem.
- Assisting in ensuring that the length of time spent on tasks and activities is consistent with whole school learning
- Supervising toilet breaks and lunch break in canteen
- Preparing suitable work for students already booked into the IR for the day or part of the day based on their timetable
- Assisting with the development and production of resources to be used in isolation
- Notifying Pastoral manager where suitable work has not been provided by subject leaders
- Receiving and registering students into the isolation room
- Equipment and uniform allocation and liaison with parents regarding issues
- Data recording and collation
- Assisting in arranging the collection of students who have failed to arrive at the Registration room
- Notifying/liasing with parent/carers
- Delivering interventions as required, to support positive behaviour, mental health and wellbeing, including mentoring of individual students

- Supporting students to reflect on their behaviour through 1:1 structured conversations
- Supporting students to complete their academic work or homework and ensuring it is returned back to relevant staff at the end of the day
- Facilitating Restorative Justice sessions where appropriate
- Providing well-being sessions (or counselling if qualified to do so)
- Ensuring reflection forms are completed by student and teacher
- Monitoring that phone calls have been made by teaching staff in accordance with the policy
- Collecting statements from students to support behavioural investigations
- Liaising with parents via texts and phone calls in a timely manner
- Liaising with school staff to ensure effective communications regarding students in isolation
- Responding to First Aid emergencies (as required)
- Undertaking home visits with the Pastoral manager as and when required
- Covering for other colleagues within the Behaviour team as required
- Supporting the spiritual, moral, social and cultural ethos of the academy
- To fulfil any task which may reasonably be associated with the role
- Clean driving licence required essential

General:

- **Safeguarding:** It is the responsibility of every member of staff to undertake safeguarding training and to follow the necessary procedures as outlined in Safeguarding policies and procedures (see section 2 of the Staff Handbook).

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Knowledge and Experience:

- Graduate with relevant experience of working with students aged 11-16 within a secondary school or pastoral setting
- A commitment to the safety and welfare of young people and a knowledge and understanding of the responsibilities that adults have working with them is essential
- Desirable: High level of expertise in working with outside agencies relating to the welfare of children
- Working knowledge of school policies and procedures
- Essential: Clean Driving licence

Skills and Abilities

- Excellent interpersonal and communication skills that enable good relationships with young people and adults.
- Sensitivity to the needs of students
- The ability to understand the responsibilities that adults have when working with students so that they feel they have been dealt with, consistently and fairly
- The ability to convey authority, apply boundaries and earn students' respect
- The ability to motivate students and treat them with respect
- The ability to show initiative whilst knowing when to take advice.

- Good organisational skills and efficient working practices.
- Effective, positive and proactive communication both orally and in writing.
- Ability to use ICT packages effectively in order to keep accurate records.
- Desirable: Experience in positive handling
- Desirable: Experience in behaviour management
- Desirable: Experience in working with students with social and emotional difficulties and/or ADHD or learning difficulties

Personal Qualities

- Confident and effective approach to working with young people who have emotional and behavioural difficulties.
- A manner and demeanour that is a role model for young people
- Authoritative and fair
- Flexible, efficient and good at dealing with issues
- Happy to work alone with students for long periods.
- Flexibility and a willingness to “help out where needed” when not supervising the Isolation Room.
- Resilience.
- A non-judgemental disposition
- Good judgement over matters of confidentiality and integrity in dealing with sensitive information about students.
- Dedicated to the ethos of facilitating and supporting students’ return to class
- Prepared to work with structured model of Isolation room

Decision Making:

- Dealing with parental issues, resolving problems experienced by students in liaison with academy staff and other agencies as required

Contacts and Relationships:

- To maintain effective communications with parents formally and, as required, informally, ensuring that all enquiries are responded to within 24 hours.
- To ensure that Heads of House, tutors and other relevant staff are informed of any issues of concern relating to individual students.

Creativity and Innovation:

- To work with Pastoral Progress leader and Heads of House to develop strategies to improve attendance, punctuality and behaviour which are affecting the academic progress of students

Emotional Demands:

- To work with colleagues and students who may make emotional demands
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students
- To liaise closely with other staff involved in supporting the progress and well-being of students

Job Specific Competencies:

- Knowledge of SEMH-Social Emotional and mental Health guidance
- Child Protection Training Level 2