



POST TITLE: SAFEGUARDING & PASTORAL OFFICER

GRADE: Scale 6

HOURS: Term Time: Monday - Friday - 8.30am to 4pm (35 hours per week)

REPORTS TO: Inclusion Manager/Headteacher

MAIN SCOPE OF JOB: To take a pro-active role in the support of the educational, social and physical needs of pupils; to support the curriculum and the School through the provision of a high level of assistance to promote the wellbeing agenda of the school.

Duties and Responsibilities

Supporting the pupil

- To develop knowledge of the range of learning support needs relevant to the school.
- To develop an understanding of the specific needs of pupils to be supported
- To aid the pupil/s to learn as effectively as possible both in group situations and individually, inside and outside of the classroom.
- To establish a supportive relationship with the pupil/s concerned
- To establish acceptance and inclusion of the pupil/s in the classroom
- To manage pupil/s as advised by the Inclusion Manager/SENCo/DSL
- To use methods of promoting / reinforcing the pupils' self esteem
- To ensure the safety of the pupil/s while in your care

Care and communication

- Fully participate in all aspects of promoting the School's family ethos
- To take a supportive role with pupils who need additional support so that they are socially included in the Schools community
- Act as a link to the relevant outside agencies who offer guidance and support to pupils
- To have already participated, be ready to participate in and utilise training regarding counselling, anger management, dealing with bereavement, dealing with emotional problems, bullying and other issues which can affect a pupils ability to cope with school life
- To attend and represent the School in meetings concerning individual pupils and provide reports on those individuals where necessary;
- Contact outside agencies to ensure support for individual pupils or groups of pupils

Support the DSL, SENCo and Class Teacher

- To assist the Inclusion Manager/SENCo to develop a suitable programme of support and then carry out the programme, within the classroom or in a withdrawal situation.
- To support the DSL making referrals, raising awareness and ensuring procedures are in place
- To provide feedback about pupils' difficulties and/ or progress to the Inclusion

Manager/DSL and Class teacher

- To write reports about the pupil/s' progress as requested by the Inclusion Manager/DSL
- To participate in the evaluation of the support programme, with the Inclusion Manager/DSL and class teacher
- Under the guidance of the Inclusion Manager/DSL work closely with the staff, pupils and parents;
- Collect work from teachers for pupils on fixed term exclusions
- Invigilate and support pupils to work towards smooth transition back into their normal timetabled lessons whatever the difficulties;
- Give guidance to pupils who are from socially deprived backgrounds;
- Keep records of pupils who receive support for a variety of reasons in the Pastoral Centre;
- Support the DSL to respond immediately to any cases of Child Protection following the correct protocols at all times;
- Receive training on different aspects of social inclusion;
- Respond to any reasonable requests from the Headteacher and Inclusion Manager regarding inclusion;
- Be an active member of the Inclusion Team and work closely with the Attendance Officer and School Welfare Officer to improve pupil attendance and parental engagement;
- Liaise with the Police Liaison Officers.

Supporting the school

- Line manage School Playleaders
- To be the 1st point of contact regarding the transition of pupils from Key Stage 1 to Key stage 2 and Key Stage 2 to Key Stage 3 (Secondary).
- Where appropriate, to foster links between home and school
- To participate in relevant professional development
- To be aware of / follow school policies and procedures
- To maintain confidentiality about home- school / pupil- teacher/school work matters
- To complete any other task as directed by the head teacher.

EQUAL OPPORTUNITIES

Understand and act in accordance with the Equal Opportunities policies of the School with regard to staff, pupils and visitors.

OTHER DUTIES

Carry out any other duties commensurate with the general level of responsibility of the job.

To be a role model for the values and ethos of the school and promote them throughout the school day.

PERSON SPECIFICATION – Safeguarding & Pastoral Assistant

	Essential	Desirable
Qualifications & Experience	<ul style="list-style-type: none"> • Experience of working with children (7 -11) in a voluntary or professional capacity. • Experience of working in a busy environment with conflicting priorities & requiring high levels of accuracy • Meeting deadlines • strong literacy & numeracy (level 2 or equivalent) • Working effectively as part of team 	<ul style="list-style-type: none"> • Working in a school setting • Experience of working with pupils with challenging behaviour • Experience in safeguarding pupils. • Experience of working with external agencies • First Aid qualification • Deliver interventions • Support social, behavioural, pastoral development of pupils e.g. Seasons for Growth.
Knowledge	<ul style="list-style-type: none"> • Good working knowledge of ICT packages – Microsoft Word, Excel, Outlook • Understand and comply with procedures and legislation relating to confidentiality and data protection • Understanding of Safeguarding and child protection procedures 	<ul style="list-style-type: none"> • Working knowledge of SIMS system & Sims reporting • Knowledge of school procedures and policies in particular safeguarding, attendance, equal opportunities, inclusion etc. • Understanding of the school's sanctions and rewards
Skills	<ul style="list-style-type: none"> • Strong organisational skills-ability to be proactive and prioritise work • Good interpersonal skills and ability to build effective relationships with pupils, parents, colleagues and external links • Effective oral communication skills – able to exchange complex information clearly and sensitively • Ability to work effectively as part of a team • Work on own initiative • Ability to deal with complex emotional issues 	
Personal Qualities	<ul style="list-style-type: none"> • Tact, diplomacy, discretion and confidentiality • Flexible • Self-motivated • Ability to remain calm under pressure • Non-judgemental approach 	

