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| Job Description | |

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| Job Details | |
| **School Name** | Haslam Park Primary School |
| **Job Title** | Pastoral Care Officer |
| **Grade** | Grade F |
| **Primary Purpose of Job** | To provide support and guidance to pupils (and staff working with them) by removing the barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations to achieve their full potential. |
| **Responsible to** | Line Manager/Head Teacher |
| **Responsible for** | No direct line management responsibility.  Parenting and pupil groups. |
| **Principal Responsibilities** | To promote, develop and maintain effective and supportive mentoring relationships with pupils, teaching and learning professionals and external agencies. The aim being to support learning, participation and social inclusion of all pupils. |

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| Main Duties | |
|  | To have an excellent understanding of the school curriculum and pastoral care provision. |
|  | To assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement with the curriculum and school life. To monitor/identify:   * attendance and tackle low attendance, internal/external truancy * pupils at risk of exclusion * pupils with low self-esteem and motivation * pupils with family and school issues impacting on school life * pupils educationally underachieving   To liaise with members of staff to identify pupils who need individual or group work. |
|  | To establish and develop effective 1:1 Mentoring and other supportive relationships with pupils.  This work will be linked to a specific year group to facilitate the development of relationships and for continuity of support. This will include the withdrawal and re-integration of pupils and encourage them to engage in out of hours school learning and development opportunities.  This may involve being the first contact in relation to reported child protection issues e.g. parental complaints, bullying, and providing an appropriate first response when senior staff are not immediately available. |
|  | To develop, agree and implement personalised action plans for groups and individual pupils based on a comprehensive assessment of their strengths and needs and use strategies for overcoming barriers to learning i.e. behaviour, motivation, aspirations and academic achievement. This will include the development of 1:1 Mentoring material for personal and shared use. |
|  | To monitor the progress of individuals at regular intervals and set new targets when appropriate.  To formulate and regularly review 3 monthly plans for pupils with challenging behaviour. |
|  | To identify appropriate support services within and outside the school and negotiate their possible role with the pupil and their parent/carer. |
|  | To facilitate access to specialist support services for pupils with barriers to learning and to monitor the effectiveness of these referrals To make recommendations as to the appropriateness of relevant agencies. |
|  | To assist pupils in making the transition between each key stage. This may include secondary school liaison and assistance with application forms. |
|  | To contribute to the development of group and individual programmes of support for pupils. Liaise with the Senior Leadership Team and staff in all Key Stages. This will also include liaison with the SENCO and Special Needs Assistants. Including the creation, monitoring and review of IBPs and IEPs. Carry out the administration of one off group programmes of support eg NSPCC, Fort Alice and Crucial Crew |
|  | To develop and liaise with parents and carers.  This may include home visits where appropriate. |
|  | To operate within agreed legal, ethical and professional boundaries when working with young people. This includes confidentiality policies. |
|  | To collect information, contribute to the assessment/evaluation and share the findings with relevant other professionals. Whole school data analysis is required to identify areas of concern. This will include input into child protection referrals. |
|  | To contribute to the sharing of good practice between individuals, local networks and partner agencies to enhance Pastoral Care provision. This will include multi agency referrals e.g. Early Help forms |
|  | To contribute to the development of associated Pastoral Care policies and promote, monitor and evaluate provision within the school including benchmarking. Attending any necessary training to become a specialist in nominated areas and be responsible for research, networking, development and referrals within the school i.e.   * Substance Misuse * Sexual Health Awareness. * Bullying * Self Harm * Mental health e.g. CAMHS * Child protection   This may require additional formal training in order to be qualified to guide pupils and staff on these issues. |
|  | To support the training and coaching of staff working with challenging pupils and suggesting approaches and interventions. This will involve the development of topic mentoring material for personal and team use. |
|  | To develop the School Pupil Behaviour Policy and review on an annual basis. |
|  | To develop the Community liaison relationships This will include first response to local resident complaints regarding pupils including fact finding and recommended resolution. |
|  | Agree and arrange work placements for students from secondary schools and colleges. |

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated, at the discretion of the Head Teacher and to meet the needs of the school.

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| Version Control | |
| **Job Description prepared by:** | School’s HR |
| **Job Description updated:** | 01 October 2018 |

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| Person Specification | |

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| Job Details | |
| **School Name** | **Haslam Park Primary School** |
| **Job Title** | Pastoral Care Officer |
| **Grade** | Grade 6 |

## Stage One

The minimum essential requirements for the above post are as follows. Please try to show in your application form, how best you meet these requirements. Disabled candidates are guaranteed an interview if they meet the essential criteria.

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| Skills and Knowledge | | Method of Assessment |
|  | Ability to work effectively within a team environment. | Application Form / Interview |
|  | Ability to build effective working relationship with all pupils and colleagues. | Application Form / Interview |
|  | Knowledge and proven skills in managing challenging behaviour across the Primary age range. | Application Form / Interview |
|  | Ability to contribute to the writing of Individual Behaviour Plans | Application Form / Interview |
|  | Ability to deliver group work programmes and formal presentations. | Application Form / Interview |
|  | Ability to work with pupils at all levels regardless of specific individual need. A willingness to develop a range of approaches to assist in engaging with young people and encourage them to engage with the learning process. | Application Form / Interview |
|  | Ability to adapt own approach in accordance with pupil needs. | Application Form / Interview |
|  | Ability to promote a positive ethos and role model positive attributes. | Application Form / Interview |
|  | Ability to identify potential barriers to learning | Application Form / Interview |
|  | Ability to work jointly with pupils to devise action plans with clear goal setting and strategies to overcome barriers to learning. | Application Form / Interview |
|  | Planning skills to manage allocated caseload, timetables and administration time with the flexibility to deal with priority unplanned issues. | Application Form / Interview |
|  | Excellent mathematics and English skills. |  |
|  | Excellent communication skills – both written and verbal. Often dealing with sensitive information in a range of one to one and meeting settings. | Application Form / Interview |
|  | Networking and facilitating skills. | Application Form / Interview |
|  | Highly developed interpersonal skills to form constructive relationships with disaffected pupils and their parents/carers in a potential conflict and challenging situation. | Application Form / Interview |
|  | ICT skills to at least intermediate level – effective use of ICT to support learning, to interrogate data and generate reports e.g. the use and design of reports, spreadsheets, research. | Application Form / Interview |
|  | Record keeping skills and the ability to create, develop and evaluate compliant systems | Application Form / Interview |
|  | Research skills e.g. new initiatives and activities relevant to intervention mentoring, maintaining professional knowledge and expertise. | Application Form / Interview |
|  | Ability to work under own initiative and independence in a positive and solution-focused manner. The judgement of when child protection issues require immediate referral is essential. | Application Form / Interview |
|  | Knowledge and ability to work effectively with a wide range of supporting services in both statutory and voluntary sectors. | Application Form / Interview |
|  | Understanding of inclusion within a school setting | Application Form / Interview |
|  | Working knowledge of relevant policies/codes of practice/legislation | Application Form / Interview |
|  | Understanding and working knowledge of the national curriculum and other learning programmes | Application Form / Interview |
|  | Working knowledge and understanding of principles of learning styles and independent learning | Application Form / Interview |
|  | Be familiar with and able to set in motion accident/emergency, safety, safeguarding and welfare procedures, according to school/setting policies and procedures | Application Form/Interview |
|  | Awareness of safeguarding principles and safe working practices | Application Form/Interview |
|  | Displays commitment to the protection and safeguarding of children and young people. | Application Form/Interview |
|  | Competencies Please note the school’s competencies, which are considered to be essential for all roles, are in the attached Core Competencies document. | Interview |

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| Experience, Qualifications and Training | | Method of Assessment |
|  | Holder, working towards or willing to work towards an NVQ Level 3 or equivalent qualification in a related field | Application Form / Certificate |
|  | Holder of GCSE Mathematics and English qualification Grades A-C or 9-4 or the equivalent | Application Form / Certificate |
|  | Experience of working with children, young people and their families. | Application Form / Interview |
|  | A comprehensive knowledge and experience of delivering a range of intervention techniques. | Application Form / Interview |
|  | Experience of resources preparation to support learning programmes | Application Form / Interview |
|  | Experience of delivering group programmes and making formal presentations. | Application Form / Interview |
|  | Learning Mentor Training or willingness to undergo such training. CPD training related to strategies for dealing with challenging pupils. | Application Form / Interview |

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| Work Related Circumstances | | Method of Assessment |
|  | To attend staff training days, twilight training sessions and relevant out of hours training and events. | Interview |
|  | This post is subject to an enhanced disclosure and a barred list check from the Disclosure and Barring Service. | Application Form / Certificate |

## Stage Two

This will only be used in the event of a large number of applicants meeting the minimum essential requirements. Please try to show in your application form, how best you meet these requirements.

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| Skills and Knowledge | | Method of Assessment |
|  |  | Application Form / Interview |
|  |  | Application Form / Interview |
|  |  | Application Form / Interview |
|  |  | Application Form / Interview |

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| Experience, Qualifications and Training | | Method of Assessment |
|  |  | Certificate |

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| Version Control | |
| **Person Specification prepared by:** | School’s HR |
| **Person Specification updated:** | 01 October 2018 |

# Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

**Developing Self and Others**

Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

**Civil Contingencies**

Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

**Equality and Diversity**

Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer’s race, religion, gender, sexuality, disability or age.

**Customer Care**

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

**Health and Safety**

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

**Data Protection and Confidentiality**

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

**Fluency Duty**

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

**Working Hours**

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

**Safeguarding**

This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.