

Pastoral Care Officer - Job Description

Job Details	
School Name	Queensbridge 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	SLT/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.

Main Duties	
1.	To have an excellent understanding of the school curriculum and pastoral care provision.
2.	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.
3.	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.
4.	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.
5.	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.

Main Duties

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| 6. | To identify appropriate support services within and outside the school and negotiate their possible role with the pupil and their parent/carer. |
| 7. | To deliver specific nurture interventions such as Lego Therapy / be willing to undertake relevant training to be able to do so. |
| 8. | To support the DSL/DDSL with relevant safeguarding practices such as completing relevant documentation and attending Child Protection/ Child in Need Meetings on behalf of the school. |
| 9. | 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. |
| 10. | To assist pupils in making the transition between each key stage.
This may include secondary school liaison and assistance with application forms. |
| 11. | 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 |
| 12. | To develop and liaise with parents and carers.
This may include home visits where appropriate. |
| 13. | To operate within agreed legal, ethical and professional boundaries when working with young people. This includes confidentiality policies. |
| 14. | 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. |
| 15. | 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 |
| 16. | 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. <ul style="list-style-type: none"> • 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. |
| 17. | 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. |
| 18. | To develop the School Pupil Behaviour Policy and review on an annual basis. |

Main Duties

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| 19. | To develop the Community liaison relationships
This will include first response to local resident complaints regarding pupils including fact finding and recommended resolution. |
| 20. | 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.

Person Specification

Job Details	
School Name	Queensbridge 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.

Skills and Knowledge		Method of Assessment
1.	Ability to work effectively within a team environment.	Application Form / Interview
2.	Ability to build effective working relationship with all pupils colleagues, parents and external agencies	Application Form / Interview
3.	Knowledge and proven skills in managing challenging behaviour across the Primary age range.	Application Form / Interview
4.	Ability to contribute to the writing of Individual Behaviour Plans	Application Form / Interview
5.	Ability to deliver group work programmes and formal presentations	Application Form / Interview
6.	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
7.	Ability to adapt own approach in accordance with pupil needs	Application Form / Interview
8.	Ability to promote a positive ethos and role model positive attributes	Application Form / Interview
9.	Ability to identify potential barriers to learning and support the removal of these	Application Form / Interview
10.	Ability to work jointly with pupils to devise action plans with clear goal setting and strategies to overcome barriers to learning.	Application Form / Interview
11.	Planning skills to manage allocated caseload, timetables and administration time with the flexibility to deal with priority unplanned issues.	Application Form / Interview
12.	Excellent mathematics and English skills.	

Skills and Knowledge		Method of Assessment
13.	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
14.	Networking and facilitating skills	Application Form / Interview
15.	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
16.	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
17.	Record keeping skills and the ability to create, develop and evaluate compliant systems	Application Form / Interview
18.	Research skills e.g. new initiatives and activities relevant to intervention mentoring, maintaining professional knowledge and expertise	Application Form / Interview
19.	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
20.	Knowledge and ability to work effectively with a wide range of supporting services in both statutory and voluntary sectors	Application Form / Interview
21.	Understanding of inclusion within a school setting	Application Form / Interview
22.	Working knowledge of relevant policies/codes of practice/legislation	Application Form / Interview
23.	Understanding and working knowledge of the national curriculum and other learning programmes	Application Form / Interview
24.	Working knowledge and understanding of principles of learning styles and independent learning	Application Form / Interview
25.	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
26.	Awareness of safeguarding principles and safe working practices	Application Form/Interview
27.	Displays commitment to the protection and safeguarding of children and young people.	Application Form/Interview
28.	Competencies Please note the school's competencies, which are considered to be essential for all roles, are in the attached Core Competencies document.	Interview

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

Work Related Circumstances		Method of Assessment
1.	To attend staff training days, twilight training sessions and relevant out of hours training and events.	Interview
2.	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.

Skills and Knowledge		Method of Assessment
1.		Application Form / Interview
2.		Application Form / Interview
3.		Application Form / Interview
4.		Application Form / Interview

Experience, Qualifications and Training		Method of Assessment
1.		Certificate

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.