



JOB DESCRIPTION

Job Description: Pastoral Support Worker

Reporting To: Head of Student Support

Pay Scale: 11

Job Purpose: Provide support and supervision of students with Emotional, Behavioural Learning Difficulties where identified as a need. To work with line managers to implement and supervise individualised work programmes for vulnerable students and students placed either in Isolation, Reflection, SENSE or on a personalised programme of support, at school, at college or alternative providers.

Key Responsibilities: Specific

- Support daily routines of the Isolation, Reflection and SENSE area by effective liaison with pupils – reinforcing the need for respect and encouraging ownership of behaviours, facilitating time out sessions and a positive attitude to learning.
- Work collaboratively with colleagues including the Safeguarding Officer, Head of Student Support and the Inclusion and Welfare Officer to provide a well-coordinated support programme of activities and help identify pupils.
- Work with individuals or small groups of pupils who are experiencing difficulties with emotional literacy, anger management, self-esteem or other aspects of school or home life.
- Establish supportive, caring and secure relationships with students, and to be able to offer an individual student someone to talk to.
- Develop knowledge of a range of learning and behavioural support needs and to plan, devise and implement appropriate programmes to help develop students' emotional well-being including:
 - Awareness of own and other people's emotions
 - Management of stress, grief, anger & conflict
 - Development of social interaction skills
 - Development of the ability to initiate & maintain friendships
 - Promotion of a realistic self-concept & good self-esteem
 - Development of an increased range of emotional vocabulary
- Create, develop and produce appropriate resources for use with relevant intervention programmes.
- Ensure that all records and case notes are kept up to date, distributed and filed in accordance with the school's procedures and that appropriate levels of confidentiality are maintained.
- Ensure effective communication between Head of Year's, for students being supported and signpost any further intervention needed.
- Contribute to the monitoring and recording of student progress and provide relevant feedback to the relevant staff.
- Be an integral part of the pastoral team supporting the Head of Year's with zoning particular students they mentor and classes.
- Liaise, and maintain good working relationships with other staff, parents and outside agencies as required.
- Maintain clear and accurate records, both written and computer based, ensuring systems and processes are simple and effective.
- Supervise students outside of school on educational visits.
- Promote respect, self-esteem and a positive, inclusive ethos for all pupils and adults throughout the school.
- Attend appropriate inset and training days and keep abreast of new strategies that could be used.
- Share knowledge and ideas from training / supervision sessions with other school staff as appropriate.

Key Responsibilities: General

The post holder will be required to act on their own initiative or on the authority delegated from their line manager or a member of the School/TEAL SLT.

The post holder will be expected to work within TEAL and the schools' policies and procedures and uphold the organisation's values and vision.

The job description is not intended to be a complete list of duties and responsibilities but details the major requirements of the post. It may be amended at a future time, to take account of the developing needs of TEAL. The post holder will undertake any other duties appropriate to the remit.

TEAL is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.

The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibility for Health and Safety on all employees, therefore it is expected that everyone takes reasonable care for their own health and safety and the health and safety of others.

The above duties may involve having access to information of a confidential nature, which may be covered by General Data Protection Regulations (GDPR) 2018, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must always be maintained and employees must work with and process personal and sensitive information in accordance with Data Protection Act 2018 including the GDPR. Employees must protect the safety and security of information (e.g. using strong passwords, reporting breaches, and ensuring information is stored and disposed of securely).

The key competencies and behaviours commensurate with this post are identified overleaf.



Ethical Leadership Qualities Competencies and Behaviours



Competency	We do this by
Trust	<ul style="list-style-type: none"> • Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to manage their emotions. • Keeping promises and doing what you say you will do • Having a genuine interest in others
Wisdom	<ul style="list-style-type: none"> • Developing knowledge and real expertise, then sharing knowledge • Learning from mistakes and failures and admitting when we are wrong • Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.
Kindness	<ul style="list-style-type: none"> • Being kind, humble and authentic • Leading with compassion and care, listening and seeing beyond the job role to the person • Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.
Justice	<ul style="list-style-type: none"> • Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.
Service	<ul style="list-style-type: none"> • Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to do their jobs well • Leaving our egos at the door and putting ourselves in the service of others. • Channel ambition into our schools, not ourselves, and developing our successors
Courage	<ul style="list-style-type: none"> • Looking in the mirror when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. • Give the whole truth, the back-story and the why.
Optimism	<ul style="list-style-type: none"> • Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity and cynicism • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.
Vision	<ul style="list-style-type: none"> • Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Believing in the potential of others; helping them be the best they can be. • Quickly taking in new information and translating that into recommendations, decisions, plans and projects.