



Pastoral Support Officer - JOB DESCRIPTION

Reporting To: Director of Pupil Support (Pastoral)	Pay scale: TEAL Associate Staff Pay Scale, Point 11
<p>Job Purpose:</p> <p>To actively support our core purpose, remembering that “We are here to make great schools and happier, stronger communities so that people have better lives.”</p> <p>The Pastoral Support Officer will provide support and supervision of pupils with Emotional, Behavioural Learning Difficulties where identified as a need, with a specific focus on a pupil premium cohort. They will work with line managers and the pastoral team to implement and supervise individualised work programmes for vulnerable pupils and pupils showing challenging behaviour.</p>	
<p>Key Responsibilities: Specific</p> <ul style="list-style-type: none"> • Work with the Director of Pupil Support, Assistant Headteacher and Deputy Headteacher, to identify Pupils in need of various support, with a focus on a pupil premium cohort. • Report Child Protection concerns in line with the school policy • Plan and implement individual study packages • Plan and implement group intervention programmes for pupils • Be aware of and support emotional and behaviour needs of pupils • Liaise with external agencies, for example CAMHS • Liaise with subject staff and area leaders • Be aware of attainment, attendance and behaviour data relating to vulnerable pupils or those referred to the LSC and be able to discuss it. • Participate in delivery of additional support strategies (mentoring, anti-bullying projects, anger management and self-esteem) • Support daily routines, effective liaison with pupils – reinforcing the need for respect and encouraging ownership of behaviours and a positive attitude to learning. • Be an integral part of the pastoral team supporting the House teams with more challenging behaviours and zoning and monitoring particular pupils and classes. • Monitoring and collaborating with other staff and external stakeholders as required. • Facilitating anger management group work, assisting pupils in sourcing alternative acceptable strategies for managing their emotions. • Providing a professional, non-judgemental, calm, approachable service for pupils and their parents/carers. • Maintain clear and accurate records, both written and computer based, ensuring systems and processes are simple and effective, • Contribute to the analysis of attendance, behaviour and progress data relating particularly to vulnerable pupils and those in need of alternative curriculum pathways. • Manage crisis situations with a calm, professional, objective approach, overcoming barriers to understanding with the aim of swiftly assessing situations and ensuring they are appropriately resolved, escalating issues and working with colleagues as appropriate. • Assisting in the line management of sanctions and associated re-integration. 	
<p>Key Responsibilities: General</p> <p>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.</p> <p>The post holder will be expected to work within TEAL and the schools’ policies and procedures and uphold the organisation’s values and vision.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>The key competencies and behaviours commensurate with this post are identified overleaf.</p>	



Ethical Leadership Qualities - Values and Behaviours Framework

Value's	Behaviours
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.