



Calday Grange Grammar School

Job Description

| Pastoral Support Officer (non-teaching) | |
|---|---------------|
| Scale | Pay Band F |
| Accountable to: | Head of House |
| Responsible for: | - |
| Job Purpose: | |
| <p>To work within the pastoral team managing the behaviour, welfare and academic achievement of students within a House. Working closely with students, parents and staff to remove barriers to learning and progress and support the development of high standards in all aspects of student behaviour, attitude and learning culture.</p> <p>Regularly analysing data to inform and implement proactive, as well as reactive, intervention, mentoring or counselling to ensure our learning ethos is supported through high quality pastoral care where every child can develop and make rapid progress.</p> | |
| Principal Duties and Responsibilities: | |
| <ul style="list-style-type: none"> ▪ Regularly monitor the individual progress, behaviour and attendance of students within a House and take or support appropriate intervention to facilitate progress in line with target grades. ▪ Monitor, record and evaluate the impact of various interventions for students with the House, ensuring the use of and feedback for, the most effective interventions by the Pastoral and Curriculum Teams. ▪ Identify students in need of specialised mentoring, and provide mentoring sessions where appropriate or facilitate alternative mentoring opportunities. ▪ To be proactive in establishing strong attitudes to learning across a House. ▪ To access student voice via House assemblies, focus groups, interviews and questionnaires analysing feedback to promote the learning experience and inform best practice for Pastoral and Curriculum Teams. ▪ To coordinate home/school links over a range of issues e.g. attitude to learning, behaviour, attendance and individual progress. ▪ Proactively use the schools information management systems to regularly monitor behaviour and learning of all students, analysing and sub group patterns and feeding back to key staff and stakeholders as appropriate. ▪ Meet with parents/carers to establish a strong sense of culture and learning purpose within the school. ▪ Support and contribute to the planning and review of parents' evenings, House events and whole school events. ▪ Improve and monitor attendance across House groups in liaison with the Director of Student Services. ▪ Be involved in the creation and establishment of school based support plans and support the SENCo in collating information for EHC plans and JCQ access arrangements. ▪ Champion an ethos and culture of high standards, resilience and self-belief with the House group through positive communication and coordination of a variety of House activities. ▪ Attend identified activities in the evening and weekends. ▪ Conduct school duties before, during and after school as prescribed. ▪ Liaise with external agencies. | |

Support for the School

- Support the overall ethos of the school as expressed through the schools Mission Statement.
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality, data protection, copyright etc, reporting all concerns to a line manager.
- Be aware of, and support, difference and ensure equal opportunities for all.
- Contribute to the overall aims of the school.
- Undertake any duties, which may be reasonably regarded as within the nature of the responsibilities/grade of the post as defined.

Disclosure

The governing body is committed to safeguarding and promoting the welfare of students and the highest priority is given to this following the guidance and regulations of safeguarding.

The post holder is subject to Enhanced Disclosure from the Disclosure Barring Service and any other statutorily required clearance.

Other

- This appointment is with the governors of the school under the terms of a contract signed with the governors as employers. It is subject to the current conditions of service applicable for this post and other current education and employment legislation.
- All employees of Calday Grange Grammar School have a responsibility to comply with policies and procedures relating to the safeguarding of students, child protection, health, safety, confidentiality, internet acceptable use (including social networking) and data protection.
- All employees are expected to be flexible in undertaking their duties and meeting their responsibilities. Staff are expected to comply with any reasonable request to undertake work of a similar level that is not specified in this job description.
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access for disabled members of staff or continued employment for any member of staff who develops a disabling condition.
- This job description is current at the date shown, but, in consultation with you, may be changed to reflect or anticipate changes in the job commensurate with the grade.

PERSON SPECIFICATION

| <i>The post offers opportunities for continued professional development and provides an excellent platform for career development</i> | Essential | Desirable |
|--|------------------|------------------|
| Education and Training | | |
| Further or Higher Education | ✓ | |
| Take responsibility for own professional development and be willing to partake in further in-service or external staff development and training. | ✓ | |
| Experience | | |
| Previous experience of working within an educational setting | | ✓ |
| Knowledge and ability to work effectively and network within a wide range of supporting services in both the public and private sectors. | | ✓ |
| Experience of teaching, counselling, youth work, careers, social services or relevant work | ✓ | |
| Knowledge of SEN, EAL, PP | | ✓ |
| Professional Skills | | |
| Ability to work flexibly in a team situation whilst being able to prioritise, show initiative and work independently, ensuring key routines are achieved within deadlines. | ✓ | |
| Excellent organisational and communication skills with a willingness to respond positively to changing circumstances | ✓ | |
| Working with others, the ability to assess and review young people and family circumstances and plan appropriate responses. | ✓ | |
| The ability to engage constructively with, and relate to a wide range of young people and families/carers with different ethnic and social backgrounds. | ✓ | |
| The ability to work effectively with, and command the confidence of, teaching staff and senior leadership within the school. | ✓ | |
| The ability to understand a child's educational and pastoral needs. | ✓ | |
| Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers. | ✓ | |
| Ability to develop a coaching role as a long term activity designed to achieve the goals in a learning action plan. | ✓ | |
| Ability to engage in joint goal setting with an individual student. | ✓ | |
| Able to remain calm in difficult situations | ✓ | |
| To manage conflict effectively with students and parents | ✓ | |
| Personal Qualities | | |
| Confidence and independence to work using own initiative. | ✓ | |
| Competence in the skills of networking, counselling, facilitation and developing others. | ✓ | |
| Assertive, enthusiastic, motivated and committed. | ✓ | |
| Ability to work as part of a team, understanding school roles and responsibilities and their own position within these. | ✓ | |
| Builds and maintains effective relationships with colleagues and stakeholders in a fair and equitable manner. | ✓ | |