

**Pastoral Support Worker - Job Description**

**Area of Work:**

Pupils and their families.

Pastoral Support Team – working alongside the SENDCO and Family Community Worker.

Liaising and working with the Head Teacher – Designated Safeguarding Lead, Senior Leaders and other teaching staff.

Multi-agency work.

**Job Title:** Pastoral Support Worker

**Work Location**: School Based

**Reports To:** Head Teacher

 **Grade: 7**

 **Salary Range**: Grade 7 (pts 21-25)

 £32,115- £35,235 pa pro rata

**Job Purpose**

# To be a role model and high-quality practitioner, supporting the Leadership and Management of the school to safeguard and deliver the best pastoral outcomes for pupils, in order to raise their academic standards and outcomes.

# Be an advocate, teaching and sharing the school’s “Vision and Values”.

# Be self-driven, having the desire and determination to improve your own Career Professional Development (CPD) for your self-improvement, the greater good of the pupils and school outcomes.

# Work with the Pastoral Support Team and Designated Safeguarding Lead (DSL) to ensure that safeguarding has the highest priority, holding an Enhanced DBS and other relevant safeguarding training and expertise.

# Support pupils, and their families where needed, to remove barriers to learning.

# Able to support, advice, train, coach staff in school, as a source of pastoral expertise.

# General Duties

#  Leadership & Staff Support

* Attend Pastoral Support and Senior Leadership Team meetings to agree intent for all cases, share information and outcomes.

# Use the School Development and Raising Achievement Plans with the intent to thread through relevant pastoral work and improve the life outcomes of all groups of pupils.

* Lead on child protection incidents and referrals, with relevant updates, reviews and seeking advice from the Designated Safeguarding Lead or Deputy, in DSL absence.
* Know the Graduated Pathway policies and practice and where to find information to support successful signposting.
* Refer, engage and sign-post stakeholders with multi-agency approaches, through the Graduated Pathway.
* Hold, manage and prioritize your own case load effectively by taking delegated responsibility for the Child Protection cases and work with these children, as well as other identified vulnerable pupils effectively, through direct work, groups and parental support, to achieve the best outcomes.
* Work collaboratively with Pastoral Support Team and Senior Leadership Team, multi-agencies and all stakeholders with a “child-centered” focus.
* Write and oversee referrals and reports for pupils and their families such as child protection “sharing information” reports, My Profile Assessments and My Plans for families involved in Early Help, in conjunction with the SENDCo when appropriate.
* Write clear, concise and factual chronologies on CPOMS and other school systems, with an awareness of GDPR, as well as provide reports and case studies to evidence outcomes.
* Support the School Business Manager/Attendance Officer and Family Community Worker in identifying patterns of absences and implementing structures to improve attendance.
* With Senior Leaders, identify possible underachievement linked to poor attendance or other barriers external or internal.
* To liaise and work well within the Pastoral Support Team, responding to the Senior Leadership Team requests.
* Chair or attend multi-agency meetings where necessary and appropriate.
* Monitor the success of the referrals and follow through if the referrals are unsuccessful. Report to the PST and SLT on progress.
* Ensure information is forwarded to the Safeguarding and Child Protection Teams where appropriate.
* Maintain record keeping in accordance with the policies and procedures in place, in school.

# Be the lead, expert and school support for safety and safeguarding, ensuring that other staff follow safeguarding policy and practice e.g., safer recruitment in admin, e-safety across the school.

* Communicate effectively and accurately both verbally and in writing, providing written reports to school and multi agencies, where needed.
* Be aware of and comply with all school policies and procedures, including those relating to child protection, pupil behaviour and discipline, health and safety and security, confidentiality and data protection.

 **Supporting Pupils**

* Establish excellent working relationships with all pupils, acting as a role model and setting high expectations.
* Promote inclusion and acceptance of all pupils.
* Provide consistent support to any identified pupil, responding to their need.
* Assist the teachers and the SENDCO with the development, implementation and measuring impact of My Plans and Behaviour Support Plans.
* Support staff with identifying suitable social emotional goals and direct work for SEMH My Plans/Pluses/EHCP.
* Plan, action, assess and review preventative work when barriers or triggers have been identified.
* Use specialist skills, training and experience to support pupils, especially those with SEMH.
* Promote positive pupil behaviour, dealing with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy.
* Support pupils to help them in resolving conflicts and develop personal, social, emotional and relationship skills – linked to our Behaviour Policy.
* Encourage a “child-centered” culture, always listening to the child and representing their voice.

**Supporting Families**

* Communicate with the parents/carers regularly about their child’s needs, direct work and outcomes.
* Be the professional to coordinate a multi-agency package of support for families/cases.
* To build effective relationships with families, including undertaking home visits, when safe to do so, and where necessary and in line with school policies.
* To act as a point of contact in school for families in need of support.
* To provide signposting for families.
* Make referrals to request support and advice from relevant external agencies keeping all appropriate parties informed including parenting courses.
* Liaise professionally with external agencies such as Housing, NSPCC, Children Centres, Social Care and the Early Help Teams etc. to support pupils and their families.
* Complete Early Help Assessment forms with families, in order to assist them in seeking the most appropriate support.
* Maintain regular contact with families of children receiving support, so as to encourage positive family involvement in the child’s learning and regular attendance.
* Research, identify and signpost Adult Learning Training courses provided the Gloucestershire Adult Education or any other relevant agency.

 **Additional**

* Have the ability to be flexible, adaptable, positive, dedicated and trustworthy.
* Have enthusiasm, empathy, warmth and sense of humour.
* Enjoy working in a busy working environment with a child-centered focus.
* Able to understand and manage risk within the school setting.
* To maintain Child Protection folders, as per the statutory guidelines and transfer information to next destinations and share information to safeguard.
* Have a sound knowledge and understanding of the local area and the school context, network and keep up to date with current practice and local initiatives
* Be effective in time management skills, organization and prioritizing workload.
* The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.
* To comply with the school’s Safeguarding and Health and Safety Policy and associated safe working procedures and guidelines.
* To comply with the school’s Equality Policy and to ensure that it is implemented within the service area of the post.

**Arrangements for Appraisal of Performance**

Performance will be monitored through the performance management by the Head Teacher. Regular caseload support will be factored in on a regular basis.

This job description *may be amended at any tim*e following discussion between the Headteacher and the staff body, and will be reviewed annually as part of the appraisal process.