



# St Mary's C of E Primary School, Hadleigh

## JOB DESCRIPTION

### Pastoral Support Worker

#### INTRODUCTION

Support staff may carry out a diverse range of duties as directed by a line manager, including undertaking the role of Pastoral Support Worker.

The post-holder will report to one of the following: Head Teacher or Deputy Headteacher.

The Pastoral Support Worker will work closely with senior leaders and other staff members, which may include THRIVE Practitioners, nurture group staff, the Service Children's Champion and Special Educational Needs and Disability Co-ordinator (SENDCo) as part of the school's pastoral team to support pupils and families on a day-to-day basis.

The Pastoral Support Worker will work with individuals and groups of children in school who are experiencing emotional, social and behavioural difficulties. The post-holder will work with children and young people with a range of needs. These may include children with autism or other diagnosed conditions, challenging behaviour, emotional difficulties and/or mental health problems. The Pastoral Support Worker will support and encourage pupils positively, with a compassionate approach to meeting their needs. The post-holder will have an understanding of children's development, emotional wellbeing and mental health needs.

The Pastoral Support Worker will be a point of contact for parents and other professional agencies and services. The post-holder will have a clear understanding of safeguarding issues and will be an Alternate Designated Safeguarding Lead.

This job description will give examples of the types of work that may be carried out at this level. This list is not exhaustive and is intended to indicate the sorts of tasks appropriate at this level. The Pastoral Support Worker job description should be read alongside those for Teaching Assistants.

#### Main Purpose of the Job:

- To provide a preventative and a targeted support service for children aged 3 -11, who need additional medical, social, behavioural or emotional support and to provide academic intervention as necessary.
- To liaise with families whose children are identified as vulnerable or in need of additional support.
- To liaise with external agencies as necessary to support the implementation of integrated services and improve both academic and emotional outcomes for the child.

*(Please note that 'medical' refers to ongoing health concerns, not necessarily first aid. For example, the Pastoral Support Co-ordinator may assist with medication or wellbeing relating to ongoing conditions. The SENDCo co-ordinates overall care and provision for pupils with SEND, including medical conditions.)*

#### Key Relationships:

- This post will be line managed by the Headteacher
- The school's team of pastoral staff, including the SENDCo in order to ensure that intervention is co-ordinated and effective
- Class teachers in order to share information and co-ordinate support
- Professionals based in a range of universal and specialist services supporting children and families for example, the Early Help team, the Children's Centre, the Education Welfare Officer, the Emotional Wellbeing Hub, behaviour support services, health and social care professionals and the Army Welfare Service.
- Families – parents / carers, children, young people

### **Main Activities and Responsibilities:**

- To lead both a preventative and a targeted Support Service for children aged 3 – 11, including organising intervention programmes for individuals and small groups to support pupils' social, emotional or behavioural needs.
- To be the first point of contact for parents of pupils requiring additional pastoral support.
- To be the first point of contact for pupils who require medical, behavioural, social or emotional support during the school day, reacting to needs as they arise.
- To liaise with colleagues who also provide for pupils' emotional and behavioural development e.g. SENDCo, THRIVE Practitioners, Service Children's Champion, colleagues who run nurture groups and 'wrap-around' care.
- To monitor attendance and lateness in relation to meeting pupils' needs and to liaise with the Headteacher regarding identified patterns of absence and lateness.
- To keep up to date with current developments and research best practice in delivering appropriate support to children and their families. To seek and undertake relevant training.
- To share data and information regarding pupils with the Headteacher or other colleagues as required.
- To receive and respond to internal 'referrals' from class teachers regarding pupils with additional medical, behavioural, emotional or social needs, including planning appropriate support and liaison with families and other agencies.
- To prepare for meetings with multi-agency teams.
- To liaise with external agencies and attend other multi-agency meetings in connection with allocated families, e.g. Child Protection, Child in Need, Family Networks.
- To make referrals to other professional agencies and services as required, e.g. food bank, charitable support, Young Carers, Emotional Wellbeing Hub, housing, school nursing team and 'Early Help' through the Common Assessment Framework (CAF).
- To have a clear understanding of safeguarding issues and be one of the school's Alternate Designated Safeguarding Leads.
- To make welfare checks with a colleague at pupils' homes as required.

### **Level of Autonomy and Decision Making:**

The post holder will make day-to-day operational decisions in relation to the delivery of a preventative and targeted support service for identified pupils and families. The post holder will need to respond to situations and pupils' needs as they arise.

### **Current Objectives for the Job:**

- To work in co-operation with other pastoral staff, the SENDCo and Headteacher to plan and implement a support service for identified pupils with additional medical, social, behavioural and emotional needs.

### **Unique Selling Points of the Job:**

This post offers the opportunity to work with different services that support children and families in Suffolk. The post holder will have the opportunity to make a significant contribution to improving outcomes for children, young people and their families.

PERSON PROFILE	Essential	Desirable
<b>Education, Training &amp; Qualifications</b>	<ul style="list-style-type: none"> <li>▪ Recognised competence in literacy and mathematics</li> <li>▪ Appropriate training in safeguarding</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appropriate training in safeguarding</li> <li>▪ Appropriate training in interventions to provide for pupils' behavioural, emotional or social needs</li> <li>▪ Appropriate first aid</li> </ul>
<b>Specialist Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>▪ Good planning skills to ensure deadlines are met and workload is prioritised appropriately</li> <li>▪ Good working knowledge of office equipment e.g. computer, printer</li> <li>▪ Experience of working with children</li> <li>▪ Caring skills, e.g. sensitivity to the needs and feelings of children and parents</li> <li>▪ Ability to form positive relationships with children, young people and adults</li> <li>▪ Ability to work independently and with supervision</li> <li>▪ Effective communication skills</li> <li>▪ Able to respond calmly to challenging situations</li> <li>▪ Skills related to planning, prioritising and time management</li> <li>▪ Understanding of early childhood development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of pupils' needs across the primary age-range</li> <li>▪ Broad awareness and understanding of medical conditions such as asthma, epilepsy etc</li> <li>▪ Ability to adapt the support provided to pupils or groups depending on age and ability and in response to pupils' needs</li> <li>▪ Good knowledge of: <ul style="list-style-type: none"> <li>➢ Early years provision</li> <li>➢ Other support services e.g. Children's Centre; health</li> <li>➢ Inclusion</li> <li>➢ Safeguarding procedures used in Children &amp; Young People Services</li> <li>➢ First aid</li> <li>➢ Health &amp; safety procedures</li> </ul> </li> </ul>
<b>Interpersonal &amp; Communication Skills</b>	<ul style="list-style-type: none"> <li>▪ Ability to maintain the appropriate level of confidentiality</li> <li>▪ Good literacy skills in order to read and understand policies or guidance, write letters and prepare reports as necessary</li> <li>▪ Ability to organise and prioritise workload</li> <li>▪ Ability to solve problems, working co-operatively with other relevant staff</li> <li>▪ Excellent communication skills &amp; the ability to communicate effectively with a range of people: class teachers, SENDCo, Headteacher, children, parents/carers and other service providers</li> <li>▪ Caring approach e.g. sensitivity to the needs and feelings of children and parents</li> <li>▪ Ability to recognise changes in pupils' behaviour and emotional wellbeing and communicate this to relevant colleagues</li> <li>▪ Advising and guiding skills e.g. guiding pupils on the best way of handling situations; encouraging pupils to participate; and conciliating</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>

	<p>between pupils in playground / classroom disputes</p> <ul style="list-style-type: none"> <li>▪ Ability to make decisions on when to refer queries / problems to another member of staff</li> </ul>	
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>▪ Experience of working with children and young people</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of working with pupils across the primary age-range</li> <li>▪ Experience of directly delivering a front-line pastoral support to children aged 3 -11 and their families</li> <li>▪ Successful experience of working with a range of other agencies, voluntary and community organisations who deliver services to children and their families</li> </ul>
<b>Additional Requirements</b>	<ul style="list-style-type: none"> <li>▪ Must maintain a high standard of confidentiality of information</li> <li>▪ A DBS check will be undertaken for the successful candidate</li> <li>▪ Commitment to safeguarding and promoting the welfare of children, young people &amp; vulnerable adults</li> </ul>	<ul style="list-style-type: none"> <li>▪ Willing to travel off-site in the course of your work e.g. to attend multi-agency meetings or undertake welfare checks at pupils' homes</li> </ul>