

The Woodside Primary Academy



JOB DESCRIPTION

Job Title: Head of Pastoral Support

Job Purpose

- To lead the strategic management and provision of the Learning Mentor and pastoral support programme within the school.
- To help raise standards by providing a complementary service that enhances existing provision in order to support learning, participation and encourage social inclusion by developing and maintaining effective and supportive mentoring relationships with children, young people and those engaged with them.
- To provide support and guidance to children, young people and those engaged with them, by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.
- To work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to children and young people.

Major Tasks, Duties and Responsibilities

- To strategically lead and manage the provision of Learning Mentors and pastoral support team
- To develop policy and good practice in specific areas.
- To develop and deliver training and induction for other Learning Mentors and pastoral support workers
- To facilitate children and young people's learning and development through mentoring by identifying learning and development needs, planning for how these needs will be addressed through mentoring and reviewing the effectiveness of mentoring.
- To contribute to the identification of barriers to learning for individual children and young people and provide them with a range of strategies for overcoming the barriers.
- To develop, agree and implement a time bound action plan with groups and individual children and young people and those involved with them based on

a comprehensive assessment of their strengths and needs and to maintain accurate records of work for each identified pupil.

- To support children and young people's successful transfer and transition in learning and development contexts.
- To act as a single point of contact for accessing specialist support and to build up a detailed knowledge of support available.
- To negotiate, establish and maintain effective working partnerships with other agencies and individuals in order to address needs and help remove barriers to learning for children and young people.
- To facilitate the sharing of information between local agencies, schools authorities and other learning mentors.
- To keep up to date with the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support to pupils.
- To work closely with local community and/or business mentors and take an active role in co-ordinating and supporting the work of voluntary mentors working with pupils both in and out of school, so that the mentor's efforts meet the needs of the young person in a focused and integrated way.
- To contribute to the protection of children and young people from abuse.
- To assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement.
- To develop and maintain appropriate contact with the families and carers of children and young people who have identified needs and to keep them informed about the pupil's needs and progress, and to secure positive family support for the pupil.
- To attend network meetings with other learning mentors and contribute to the identification and sharing of good practice between individuals to enhance mentoring provision.
- To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.
- To meet regularly with the designated line manager to report on progress of identified pupils.
- To liaise closely with the staff in school to ensure that everyone understands and supports the strategies being used by the Learning Mentor to develop the pupils skills for learning and learning behaviours.
- To work closely with other identified senior members of staff.
- Within the school's performance management procedures, to contribute to the assessment of own and others contribution to the school, set targets and support the monitoring of performance.
- To work within and encourage the school's Equal Opportunity Policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.
- To undertake other duties, appropriate to the post, as may be required from time to time.

Other requirements:

- To attend and participate in staff meetings.
- To participate in training and performance management as required.
- To have an up-to-date Enhanced CRB Disclosure.

PERSON SPECIFICATION

POST TITLE: Head of Pastoral Support



Qualifications & training

- NVQ Level 4 and/or relevant degree or professional qualification relating to support for the learning of young people e.g. teaching, guidance, social work
- Evidence of relevant and recent professional development

Experience

- A minimum of two years experience of working with children in an educational setting or alternative role in supporting vulnerable children or families (youth work etc)
- Experience of leading and co-ordinating the work of staff, including on the job training, monitoring the quality of the work and giving constructive feedback to staff (desirable)
- Experience of holding people to account for the impact of their work.
- Experience of contributing to or delivering training (desirable)

Skills, abilities and knowledge

- Good leadership skills and ability to contribute to the management of a team.
- Specialist knowledge of pupils with challenging behaviour.
- Ability to facilitate children and young people's learning and development through mentoring, promoting and maximising educational opportunities and achievements
- Ability to manage a personal caseload, *support others in managing a caseload* and obtain and verify information about children and young people's educational achievements and needs.
- Ability to provide a good role model to children and young people and a commitment to helping children and young people achieve their potential.
- Knowledge and understanding of safeguarding and health and safety practices and procedures. Know and understand your safeguarding responsibilities
- Ability to evaluate the risk of abuse, and assess the need for intervention.

- Good listening skills and the ability to communicate effectively with children and young people, families, school staff and a range of other professionals.
- Knowledge and awareness of issues and factors related to underachievement and barriers to learning and participation.
- Ability to exercise initiative, work independently and take responsibility for the delivery of a programme.
- Ability to work flexibly.
- Excellent interpersonal and communication skills both in working relationship with children and young people and in forming effective relationships with a wide range of professionals.
- Excellent organisational and time-management skills
- Knowledge and experience of working with a wide range of support agencies and services and the ability to develop and sustain arrangements for joint working
- Sound ICT skills and the ability to use ICT for administration and learning.
- Knowledge and understanding of performance management.
- Ability to contribute to policy development
- Ability to contribute to design and delivery of training and induction
- Understanding and awareness of equal opportunities, experience of strategies to promote equality of opportunity and a commitment to work within the Council's Equal Opportunities Policy.