

## Job description

LIFE Education Trust is a community of schools that work together with the same purpose, to build great learning communities where children flourish.

We are looking for brilliant people to join our school and Trust who share and demonstrate our beliefs:

- Courageous Optimism
- Boundless Creativity
- Heartfelt Compassion

Job Title	Pastoral Support Officer
<b>Band</b>	5.12 – 5.15 - inclusive of Outer London Allowance
<b>Contract type</b>	Temporary – until August 2025
<b>Hours per week</b>	32.5
<b>Weeks per year</b>	39 weeks
<b>Reports to</b>	SENCO and SLT
<b>Job Purpose</b>	

	<ul style="list-style-type: none"> <li>• To exercise a key role in assisting the Inclusion team to provide pastoral support to pupils</li> <li>• To assist in managing the provision for pupils with Special Educational Needs and Disabilities alongside the SENDCo, including provision for pupils with an EHCP, IEP and One Plan</li> <li>• To attend to pupils' personal needs and provide advice to assist in their social, health &amp; hygiene development</li> <li>• To assist in managing interventions and personalised support, including Individual Education Plans/One plans, Personal Support Plans</li> <li>• To assist teachers with the development and implementation of personalised support plans</li> <li>• To monitor and ensure that pupils have appropriate support and resources to enable them to achieve positive learning and developmental outcomes</li> <li>• To support the Inclusion and Pastoral team and SLT as directed</li> <li>• To work with the Inclusion Team in implementing a vision and ethos which secures high expectations of behaviour and attitude for all pupils and reflects the school's values and aims</li> <li>• To comply with the school's policies and procedures and share the school's commitment to safeguarding and promoting the welfare of pupils</li> <li>• To maintain confidentiality at all times with regard to both supported pupils and the wider school</li> </ul>
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### Principal Accountabilities and Duties

	<p><b>Supporting and working with pupils:</b></p> <ul style="list-style-type: none"> <li>• To take a lead in managing behaviour in the school and in the coordination of interventions intended to support pupils to improve/manage their behaviour, learning attitudes and mental well being</li> <li>• To establish and maintain positive and appropriate relationships with pupils that engages and motivates them and removes barriers to learning related to pastoral needs, aimed at achieving personal targets</li> </ul>
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- To ensure all pupils, in particular our most vulnerable, are in school on time every day setting up impactful intervention to support this.
- Be responsible for ensuring and developing appropriate support for the learning behaviours of specific pupils in the school
- Create and implement appropriate interventions to support pupil behaviour development, progress, attendance and well-being
- To facilitate individual or group interventions for pupils
- To mentor and support pupils in their learning and encourage positive, resilient attitudes and behaviour in and around school
- To lead in the response to, resolution of and reparative work needed when behaviour incidents occur for individuals, classes or year group
- To provide additional support to those pupils who receive targeted intervention if they are at risk of being excluded from school and measure the impact of this support
- To lead on Anti-Bullying activities and initiatives across the school
- To promote pupils' awareness of personal safety and well-being
- To provide a range of information, advice and guidance to support and enable pupils, tailored to their specific needs, to make choices about their own learning, behaviour and mental well-being
- To oversee systems that encourage pupils to take responsibilities in school for supporting others

#### **Working with School Systems:**

- To analyse pupil behaviour incident logs and records of rewards and sanctions
- To track pupil and groups of pupil's behaviour that are causing concern within the school
- To support whole behaviour systems and Safeguard as the incident recording system
- To investigate and, as needed, respond to behavioural incidents, including those relating to bullying, race, homophobia and other prejudices, in line with the school's Behaviour and Safeguarding Policies.
- To use school systems and procedures to positively reinforce appropriate behaviour, manage challenging behaviour and conflict and remove barriers to learning in this area
- Manage the implementation, monitoring and review of pastoral and behaviour support programmes
- To lead on pupil referrals to external agencies as required in relation to behaviour, SEND and mental well-being and coordinate any resulting interventions
- To maintain records of interventions and meetings and communicate these effectively with relevant parties
- To regularly measure the impact of interventions and update SLT as required
- To complete fixed term suspension documentation and coordinate internal suspension arrangements
- To monitor punctuality and attendance, taking any necessary measures to improve attendance and punctuality for identified pupils, in liaison with the Attendance Team.
- To supervise identified pupils during lunchtimes as directed by individual behaviour support plans
- Lead on the implementation, moderating and evaluating of the school's systems for preventing and tackling all forms of bullying and harassment.
- To assist in transition arrangements at the beginning and end of the academic year as well as during the year for mid-phase admissions
- To attend regular professional training and keep up to date with relevant developments within the Inclusion and Pastoral field and be responsible for

your own professional development and participate fully in training and development opportunities

**Working with School colleagues and other professionals:**

- To liaise with teaching and all non-teaching colleagues in relation to the monitoring and support of individual pupils' behaviour, SEND and mental well-being in supporting all pupils to access learning opportunities
- To liaise with outside agencies regarding pupils requiring intervention (including behaviour support, SEND, mental health and Early help services)
- To assist the teacher/ year group team in setting appropriate behaviour expectations of pupils and supporting pupils appropriately to achieve these
- To assist the teacher/ year group team in setting appropriate scaffolding and interventions for pupils with SEND and ensure the objectives to them as individuals are reflected within their school day
- To lead meetings with stakeholders and feedback to relevant stakeholders through timely written and verbal communication methods
- To work collaboratively with the School's Designated Safeguarding led to uphold expectations regarding Safeguarding, Online Safety and positive relationship
- To work collaborative with the school's Assistant Headteacher for Inclusion and SENDCo in relation when pastoral provision results in children being considered as having Special Education Needs and being added to the school's SEND register
- To ensure that there is liaison and consistency of behaviour management between the EYFS, Key Stage 1 and Key Stage 2.
- To work alongside the school's attendance officer in monitoring and improving the attendance of identified pupils
- To be responsible for comprehensive pre and post assessment of all pupils referred to the ELSA programme to ensure impact is achieved
- To be responsible for vulnerable pupils breakfast club, with a focus on creating a positive transition into school, through identification, family support and mentoring to improve punctuality and attendance
- To develop and maintain professional relationships with all stakeholders (pupils, parents, colleagues, governors) as well as wider professional networks.
- To contribute to the reporting of the performance of pupils identified as having behavioural / attendance / punctuality difficulties to parents, carers, Governors and other key partners as necessary.

**Working with Parents /carers and families:**

- To be the first port of call for parents/carers and families in relation to pupil behaviour and mental well-being
- To maintain regular contact with families/carers of pupils in need of additional behaviour or mental well-being support to keep them informed of progress securing positive family support and involvement
- To regularly meet with families of pupils whose behaviour is causing concern and work in partnership with them to support their child in improving their behaviour and attitude to learning
- To build links with vulnerable families to support with developing greater links across the school community ensuring that our harder to reach families receive targeted support available to them through an up-to-date knowledge of local and national support offers available (e.g. Early Help, CAMHS etc)
- To support the Headteacher at 'Return from Exclusion' meetings
- To conduct home visits as required and deemed necessary

- Comply with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the PPPC, to support achievement and progress of pupils
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy
- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all colleagues and volunteers to share in this commitment.

The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

This job description is current at the date shown, but in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

I acknowledge that I have seen and received a copy of the job description.

Signed: \_\_\_\_\_ (Pastoral Support Officer)

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_