



# Pastoral Support

## Job Description & Person Specification

**EMMAUS**  
**CATHOLIC MAC**  
Our journey with Christ

### **Job Description for Pastoral Support**

**Grade:** Emmaus Catholic MAC Pay Scales  
Grade 7 (SCP 18-23)  
£30,559.00 - £33,401.00 **(this salary is based on full time and will be pro-rated to 39 weeks)**

**Line Manager:** Assistant Principal

#### **GENERAL PROFESSIONAL DUTIES AND RESPONSIBILITIES**

To support children and their families and reduce barriers to learning. These barriers to learning may be a result of something happening within the school or externally.

The Pastoral Lead will work alongside teaching staff to lead and co-ordinate support for pupils and their families.

To provide a complementary service to that provided by teachers and pastoral staff in order to address the needs of pupils, who need help and support to overcome barriers to learning, both inside and outside school, to achieve their full potential.

To contribute to raising standards of attainment, improving attendance, reducing suspensions and maintaining good standards of behaviour.

To offer support to children and families through the Common Assessment Framework, acting as Lead Professional where appropriate.

## **SPECIFIC RESPONSIBILITIES DUTY HOURS**

- The postholder will be required to work 37 hours per week.
- Working hours are 8am to 4 pm for 3 days per week and 8 am to 3.45 pm 2 days per week.
- Carry out home visits in line with attendance procedures
- The working weeks will be term time only + 5 training days per year.

## **ADDITIONAL DUTIES AND RESPONSIBILITIES**

### **Support for Pupils**

- Take a lead role in managing and delivering pastoral support to pupils.
- Assess the needs of pupils and use detailed knowledge and advanced specialist skills to support pupils' learning.
- Manage and supervise pupils excluded from and / or otherwise working to modified timetable.
- Provide advice to pupils relating to their SEMH and other needs.
- Undertake comprehensive assessments of pupils to determine those in need of particular help i.e Early Help.
- Assist the teacher / SENCO with the development and implementation of individual education/behaviour/support/mentoring/intervention plans.
  
- Take a lead role in managing the speedy/effective transfer of pupils across phases and support the reintegration of those who have been absent.
- Provide information and advice to enable pupils to make choices about their own learning, behaviour, attendance and the consequences of their actions.
- Challenge and motivate pupils, promote and reinforce self esteem.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- To work closely with external agencies i.e well being services and other local authority services.

### **Attendance**

- Tracking and monitoring attendance, producing reports and policy, analysing attendance of all groups of pupils, sending letters to parents, meeting with parents, attendance clinic, home visits etc.
- Advise and assist families to maintain regular school attendance and punctuality of their children.
- Communicate clearly to families the attendance and punctuality procedures and expectations of the school.
- Collect and analyse attendance and punctuality data to enable identification and tracking and analysis of pupil attendance fortnightly.
- Accurately minute meetings (and where relevant, telephone conversations) with parents/carers regarding attendance and punctuality-based issues.
- Develop and maintain links with families with attendance and/or punctuality-based issues and the local authority's School Attendance Support Officer.
- Attend Attendance training and updates from the MAC and LA.

- Attend all meetings with the School Attendance Support Officer in relation to all children at the school and accurately minute the meeting.
- Plan appropriate interventions to improve attendance and/or punctuality of targeted children with the support of the School Attendance Support Officer.
- Monitor, track and identify whole-school attendance and punctuality reports for the SLT as well as any additional reports requested by SLT.
- Monitor and track the attendance of groups of pupils, particularly those designated as disadvantaged and SEN.
- Monitor and ensure that correct attendance codes are entered in Arbor.
- Schedule and attend school-based meetings with families and other agencies, as necessary, to discuss and punctuality related issues.
- Lead on and drive forward some of the attendance-based initiatives/incentives as directed by the SLT, analyse their impact and advise on next steps.
- Ensure staff are aware of and follow school policy and procedures related to reporting and improving attendance and punctuality.

## Behaviour

- Monitoring behaviour and producing weekly reports and analysing trends.
- Establishing robust behaviour and nurture strategies.
  
- To support the Senco in the development, implementation and review of behaviour management strategies and specific behaviour management tools.
- To provide support for pupils at risk of exclusion by facilitating time out provision within school.
- Promote good pupil behaviour, dealing with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with the school's behaviour policy.
- Be available to support pupils **during breaktimes and lunch period (12-1:15pm)** to help them in resolving conflicts and developing personal, social and emotional skills.
- To be the first point of contact for parents/ carers on the school gates daily from 8:35am until 8:55am and at 3:20 pm until 3:40pm.
- Provide consistent support to all pupils, responding appropriately to individual pupil needs.
- Review policies in line with Pastoral role
- Keeping robust records on Arbor.

## Safeguarding

- Working alongside DSL'S to review and update safeguarding policies in line with national and local authority policy. Working in partnership with DSL's for LA safeguarding audits both LA and MAC. Working closely with the COG and social services and other external agencies.
- Keeping robust records on Safeguard.
- Attending training for DSL and LA DSL forums, disseminate updates to staff and provide training.
- Maintaining accurate, confidential, and up-to-date documentation on all cases of safeguarding and child protection.

- Assisting in the collation and production of statistical information with regards to safeguarding and pupil groups.
- Developing and reviewing, in a timely manner, a needs analysis and responsive provisions/action plans to support vulnerable children's needs, as well as those other children identified by SLT.
- Planning and assisting/delivering safeguarding training within the school.
- Regularly feedback to SLT with updates, ideas and concerns from, or relating to, children and their families.
- Provide feedback to SLT on the development and impact which the role is having on the school community.
- Establish constructive relationships with carers/parents, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Take a lead role in the development, implementation and monitoring of systems relating to attendance and integration e.g. Registration, truancy, pastoral systems etc.
- Admin support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc, making phone calls, supporting pupils getting into school etc.
- Use specialist skills and training to support pupils with sensory and /or physical impairment e.g. assistance with the development of appropriate structured learning plans and the implementation of structured learning programme.
- Support pupils with cognition and learning difficulties e.g. encouraging the pupils to engage with and benefit from the planned learning activity, including modifying the activities as agreed with a teacher / SENCO if the pupil is making slow progress.
- Support bilingual/multilingual pupils and help them to access the curriculum
- Support the behaviour management of pupils with behavioural, emotional, and social development needs e.g. assist with the development of behaviour management strategies, monitor pupil's behaviour to recognise and reward progress in behaviour management, identify and respond to uncharacteristic behaviour patterns and incidents of challenging behaviour.

### **Support for Teaching and Learning**

- Manage liaison with feeder schools and other relevant bodies to gather pupil information.
- Support pupil's access to learning using appropriate strategies, resources, etc.
- Work with other staff, supported by the SENCO, including specialist staff and professional agencies in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupil responses and progress against action plans through observation and planned recording.
- Provide objective and accurate feedback and reports as required to other staff on pupil's achievement, progress and other matters ensuring the availability of appropriate evidence.
- Manage record keeping systems and processes.
- Take a lead role in the development and implementation of appropriate behaviour management strategies.
- Implement agreed learning/teaching programmes, adjusting activities according to pupil's responses/needs.

- Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

### **Support for the School**

- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, security, confidentiality and data protection. reporting all concerns to the Principal, in their absence 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.
- Participate in training, other learning activities and performance development as required.
- Attend and participate in relevant meetings as required.
- Attend weekly SLT meetings to share behaviour and Safeguarding reports.
- Be aware of, and comply with the policies and procedures relating to safeguarding including Child Protection.
- Contribute to the overall ethos of the MAC and maintain positive, professional relationships with directors, staff, visitors and all other stakeholders.
- Be loyal to the mission of the school and pay due regard to the Catholic nature of the School/MAC.
- Operate with the utmost regard to confidentiality and not divulge sensitive information to third parties.
- To comply with the School/MAC Code of Conduct, regulations and policies.

It is the postholder's responsibility to carry out their duties in line with MAC policy on equality and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. The postholder should act as an exemplar on these issues and should identify and monitor training for their self and any employees for whom they are responsible.

The job description is not intended to be an exhaustive list of all duties and responsibilities that may be required.

The job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the postholder.

All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties in pursuance of raising pupil achievement. The MAC reserve the right to determine specific duties and tasks to reflect the changing needs of the school. This will be done without fundamentally changing the general character of the post or its level of responsibility.

**Person Specification for Pastoral Support**

Task	Essential	Desirable
<b>Qualifications and Training</b>		
G.C.S.E's 4 and above in Maths & English	✓	
NVQ Level 3 Certificate in Supporting Teaching and Learning in Schools, or equivalent qualification in Childcare and Education.	✓	
Very good numeracy and literacy skills.	✓	
Training and accreditation in relevant "specialist" areas beneficial to the school. E.g. a particular curriculum area or learning area e.g. science, maths, bi-lingual, SEN, behaviour.	✓	
<b>Knowledge and Experience</b>		
Demonstrable experience of working with or caring with children of a relevant age.	✓	
Full working knowledge of School policies and procedures relating to health and safety, behaviour, attendance, equal opportunities and child protection.	✓	
Working knowledge of national/foundation stage curriculum and other basic learning programmes/strategies.	✓	
Experience of working with young people and their families	✓	
Experience of supporting teaching staff in the development and education of pupils, including the provision of specialist skills and knowledge.	✓	
Experience of working with pupils with additional needs.	✓	
<b>Practical Skills</b>		
Listens well and communicates clearly and fluently with colleagues on a wide level.	✓	

Works effectively with a broad range of stakeholders and partners.	✓	
Relevant knowledge of first aid.	✓	
Demonstrate good numerical and verbal reasoning skills and literacy skills and have the ability to produce documentation to a high standard.	✓	
Problem-solving skills	✓	
Ability to record information concisely and present reports	✓	
Ability to use relevant technology and able to demonstrate knowledge and use a wide range of ICT systems and solutions to support learning.	✓	
Sound working knowledge of safeguarding	✓	
<b>Personal Qualities and Attributes</b>		
Reliable	✓	
Trustworthy	✓	
Ability to respect sensitive and confidentiality	✓	
A Knowledge of Equality & Diversity issues.	✓	
Motivation to continually improve standards and achieve excellence	✓	
Genuine passion and belief in the the potential of every student	✓	
Able to work constructively as part of a team with an understanding of classroom roles and responsibilities and own position within these.	✓	
Ability to relate well to children and adults.	✓	

