

# OLDHAM COUNCIL

## JOB DESCRIPTION

<b>JOB TITLE</b>	PASTORAL – LEVEL C		
<b>DEPARTMENT</b>	People, Communities & Society – CYPF	<b>SCHOOL</b>	
<b>GRADE</b>	Grade 5 (SCP 18 – 23) £24,982 - £27,741	<b>JE CODE</b>	EPL3

### JOB PURPOSE

Leading of the provision of a complementary service alongside teachers and other colleagues within the school to address the needs of pupils who need support to overcome barriers to learning to raise their aspirations and achieve their full potential. Barriers could be internal or external to the school and could include issues surrounding attendance/truancy.

### KEY TASKS – Whole School

1. To develop and implement policies and/or procedures relating to the **Pastoral\*** service provision.
2. To contribute to the development, planning and implementation of whole school strategies relating to a variety of topics such as full attendance, safeguarding initiatives and inclusion.
3. To lead on activities for groups of pupils and/or parents, which could be single activity or ran as part of series of events. The activities could cover a variety of topics such as promotion of self-esteem, anti-bullying, social development or learning/homework techniques. Activities should relate to needs identified within the school and have associated outcomes/objectives.
4. To process and monitor finances relating to the **Pastoral\*** Service, e.g. order stationary and learning aids/educational resources, process invoices for accessing counselling services, prizes and incentives or materials for club/group activities.
5. To offer information, advice and guidance to others regarding the support of pupils. This could include sharing knowledge of activities, courses, organisations and individuals that can be accessed to provide additional support to pupils.
6. To use School systems and procedures to positively reinforce good behaviour, anticipate and manage challenging behaviour and conflict, improve attendance and removing barriers to learning. To follow the School's policy and procedures on Safeguarding, and to promote pupil's awareness of personal safety and well-being.

### KEY TASKS – Individual Pupils

7. By investigating information and analysing patterns/trends in a range of data, take a lead in the comprehensive assessment of pupils, in conjunction with teaching and

other support staff. Areas of investigation and analysis could include:

- Significant and consistent underachievement
- Poor behaviour as compared to peers
- Failing motivation and/or confidence
- Difficulty in concentrating and being focused
- Poor attendance and/or punctuality

8. To develop and implement action plans for identified pupils relating directly to their individual needs and circumstances, which could be particularly complex needs, to overcome barriers as suggested in the Key Task above.
9. To monitor and evaluate pupil's responses, progress and achievements against the action plan through techniques such as observation and gathering relevant data. To amend the action plan as appropriate to take into account ongoing assessment of pupil's progress and individual needs and circumstances.
10. To establish and maintain positive and appropriate relationships with pupils that engages, motivates and removes barriers to learning, aimed at achieving the goals defined in their action plan.
11. 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 and behaviour.
12. To provide objective and accurate feedback and reports, both written and verbal, appropriate to the intended audience regarding pupil progress and achievements, ensuring the availability of suitable evidence.
13. To be a "point of contact" between the school and external agencies involved in supporting pupils, proactively initiating and establishing links with other services as necessary, and maintaining positive working relationships to facilitate successful outcomes for pupils. This could include attendance at relevant meetings, e.g. CAF Meetings.
14. To maintain regular contact with families/carers of pupils in need of additional support, to keep them informed of the pupil's objectives and progress, and to secure positive family support and involvement. The role could include conducting home visits to facilitate this.
15. To appropriately share information to relevant audiences to facilitate pupil welfare and promote pupil learning to parents, colleagues and education/healthcare professionals, within procedures covering confidentiality and data protection.
16. When undertaking transition work, to work flexibly with other schools to promote a speedy and smooth transition for the pupil(s), including the effective transfer of appropriate pupil data/information. To be involved in supporting new pupils to the school.
17. To undertake related clerical and administration tasks as required.

## STANDARD DUTIES

1. To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all.
2. To uphold and promote the values and the ethos of the school.
3. To implement and uphold the policies, procedures and codes of practice of the School, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
4. To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises.
5. To participate and engage with workplace learning and development opportunities, subject to the school's training plan, working to continually improve own performance and that of the team/school.
6. To attend and participate in relevant meetings as appropriate.
7. To undertake any other additional duties commensurate with the grade of the post.

## CONTACTS

Pupils, colleagues within the school, staff of the local authority, other education and healthcare professionals, parents, carers and guardians and visitors to the school

## RELATIONSHIP TO OTHER POSTS IN THE DEPARTMENT

**Responsible to:** [Headteacher\\*](#)

**Responsible for:** Not applicable

## SPECIAL CONDITIONS

- Enhanced CRB Check

	DATE	NAME	POST TITLE
PREPARED			
REVIEWED			
REVIEWED			

## PERSON SPECIFICATION

**Job Title:** LEVEL C – PASTORAL FAMILY

	<b>Selection Criteria Essential</b>	<b>Selection Criteria Desirable</b>	<b>How Assessed</b>
<b>Education &amp; Qualifications</b>	NVQ level 3 – Learning, Development & Support Service (LDSS) or equivalent	NVQ level 4 – Learning, Development and Support Service (LDSS)	AF / I
<b>Experience</b>	<p>Experience of working with children and young people to support them in overcoming barriers to their personal, social or learning development</p> <p>Experience of making assessments of children and young people to identify their individual needs</p> <p>Experience of drawing up individual action plans, monitoring their implementation and making adjustment relating to pupil progress or changes in circumstances</p> <p>Experience of using and integrating ICT as part of the learning process</p> <p>Experience of working in a team collaboratively to share ideas and achieve objectives</p> <p>Experience of undertaking clerical and administrative tasks</p>	Experience of working with children and young people in an educational setting	<p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p>
<b>Skills &amp; Abilities</b>	<p>Communication skills to influence, persuade, motivate and engage with a wide range of children, young people and their families</p> <p>Interpersonal skills to form and maintain positive working relationships with pupils, their</p>		<p>AF / I</p> <p>AF / I</p>

	<p>families, colleagues, and other education/healthcare professionals and partner organisations</p> <p>Listening skills to support children, young people and their families through understanding their point of view in a non-judgemental approach</p> <p>Creative skills to develop a range of different options and alternatives that will support children and young people to engage in the learning process</p> <p>Analytical skills to interpret information, determine different options for action and feasibility of proposals to solve difficult problems</p> <p>Initiative to plan and prioritise the work of the service, and make decisions to deliver the service in the most appropriate way to achieve the best outcomes for pupils</p> <p>Organisational skills to manage time effectively, meet potentially conflicting deadlines and work without close supervision</p>		<p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p>
<b>Knowledge</b>	<p>Knowledge and understanding of the range of potential barriers to learning and attending school faced by children and young people</p> <p>Knowledge of how these barriers can be overcome or mitigated to reduce their impact on children and young people</p> <p>Knowledge and understanding of data protection and confidentiality issues</p>		<p>AF / I</p> <p>AF / I</p> <p>AF / I</p>

	<p>Detailed knowledge of relevant legislation and government initiatives and how that relates to the curriculum within the school</p> <p>Knowledge of safeguarding, including CAF processes, and child protection issues with knowledge of appropriate action to take if a disclosure is made</p>		<p>AF / I</p> <p>AF / I</p>
<b>Work circumstances</b>	<p>To work occasionally out of school hours</p> <p>Could be the requirement to make home visits for which an appropriately insured vehicle needs to be available to use</p>		<p>I</p> <p>I</p>

*Abbreviations:* AF = Application Form; I = Interview.

**NB. - Any candidate with a disability who meets the essential criteria will be guaranteed an interview**