

Job Description

POST: Pastoral Year Officer

RESPONSIBLE TO: Pastoral Team Leader & Deputy Headteacher - Pastoral

SALARY: GRADE 6 SCP9 - SCP 16 £25119 TO £27803

LOCATION: The Wilnecote School

WORKING PATTERN: Full Time, Term Time Only

DISCLOSURE LEVEL: Enhanced

KEY RELATIONSHIPS: SLT, Staff, Students, Parents, Members of the Local Community

MAIN PURPOSE:

The Pastoral Year Officer will work as a member of our school's student Pastoral Team. The role will work directly with all students, focusing particularly on behaviour issues in a variety of settings including one to one, small group and in class support as well as in "off-site" situations. This will include planned provision as well as responding to situations that might arise on a day-to-day basis. The Pastoral Year Officer will promote values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.

The role is responsible for implementing and supporting the School's Behaviour Policy and developing a highly effective unit in school where restorative work, 1-2-1 and group work programmes can support students with future behaviour choices. The role involves working as part of a high performing and supportive team to develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to the life of the school. The postholder will be committed to collaborative vision of excellence and equality that sets high standards for every student and member of staff.

MAIN DUTIES AND RESPONSIBILITIES

Leading a Culture of Positive Behaviour

- Execute in full the requirements of the School's Behaviour and Anti-Bullying Policy within ensuring that all policies, procedures and protocols are adhered to by all colleagues, in full.
- Establish productive working relationships with both staff and students, acting as a role model, providing support, encouragement, guidance and assistance for learning, independence, practical activities and social skills.
- Have a high presence around school, playing an active part in daily duties and monitoring the school corridors throughout the day, challenging, where required, any student who is out of lesson.

- Seek to improve the behaviour of young people with a positive approach to student welfare
- Monitor behaviour and the progress of students
- Deliver the school's Anti-Bullying programme of activities and promote the school's ethos.
- Provide proactive break time supervision in managing behaviour at social times
- Investigate incidents and sanction accordingly.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Deliver and develop the behaviour pastoral packages of support that students can access.
- Support the school vision in improving school behaviour across the school community.
- Facilitate restorative practice interventions as needed to respond to individual student and community needs.
- Respond to conflicts as they arise with de-escalation support as needed.
Maintain a calm, restorative space for students to de-escalate and reflect following conflicts
Develop and maintain positive relationships with students and staff, as well as the community, parents/guardians/families, advocates and relevant organisations leading restorative practice work.
- Be a team member supporting colleagues leading other year groups where necessary.
- Lead year assembly addressing pastoral issues including a focus on praise and rewards.

Implementation of Behaviour Systems

- Implement behaviour systems in the school, ensuring that there is total consistency of approach in dealing with behaviour concerns. Enforce the very highest of expectations at all times
- Take a lead role in proactive system that reduce repetitive pattern of behaviour e.g. C4s, IE, suspension.
- Take a lead role in conjunction with SENCO, with the development and implementation of Individual Education Plans for Behaviour (IEPBs)
- Supervise and support students removed from lessons.
- Support the school's managed transfer process for students leaving and coming into school, working with the local authority to ensure a high proportion of managed transfers into The Wilnecote School are successful.
- Support the development and implementation of appropriate behaviour management strategies.
- Fully implement the processes and procedures surrounding after school detentions.
- Coordinate the re-integration of students back into mainstream lessons after exclusions.
- Support the administration of the detention system as required.
- Lead on reintegration meetings following IE / suspensions.

Analysing Behaviour Data

- Carefully monitor behaviour trends, ensuring that a preventative approach is taken to managing student behaviour.
- Intervene with students who have had a history of not meeting expectations, liaising with school staff and parents to generate a student support plan.
- Provide regular comprehensive updates on behaviour, seeking advice and guidance where required.

Development of student programmes of support

- Deliver 1:1 and small group mentoring and provide support for students through engaging programmes to raise self-esteem, promote good behaviour and increase levels of respect.
- Provide targeted pastoral support and guidance to students and assist in their behavioural, emotional & social development.

- Proactive monitoring and leadership of student on report system.

General Responsibilities

- To have a commitment to Child Safeguarding, to promoting the welfare of children and young people in accordance with the agreed procedures.
- To work flexibly - this may include evenings, open days, parents' evenings. This may also involve cover across the wider team in times of need.
- To be an active member of the wider support staff leadership team of The Wilnecote School
- To undertake AM, break, lunch and PM duties as set out in the school rota
- To participate in training and other learning activities and performance development, as required.
- To work safely, considering the safety of others and working within the guidelines stated in the Trust's Health and Safety Policy.
- To comply with all decisions and policies of the School; complying with statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.
- To contribute to the overall ethos/work/aims of the School and the Trust.
- To appreciate and support the role of other professionals.
- To recognise own strengths and areas of expertise and use these to advise and support others.
- To respond to requests in a timely manner and in line with set deadlines.
- To handle and be responsible for considerable data that is sensitive and confidential
- To establish constructive relationships with staff and students.
- To ensure student care is prioritised.
- To mentor students if required.
- To undertake such other duties as may be required from time to time commensurate with the level of the post. The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or level of responsibility.

General

- To strictly observe the principles of confidentiality and Data Protection. To be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions.
- To support the school's implementation of all other current statutory requirements, e.g. Equality Act, Equal Opportunities, Child Protection.
- To participate in new initiatives and future changes in service delivery.

Person Specification

Our Values and Vision

These are our values. They can be thought of as our ‘non-negotiables’ - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - ‘letting your light shine’: All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal wellbeing.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures our schools are among the best in the country.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ▪ A good standard of education i.e. minimum of 5 GCSEs at A*- C including English and Math's or equivalent 	<ul style="list-style-type: none"> ▪ Educated to Bachelor Degree level, or equivalent
Experience, Skills and knowledge	<ul style="list-style-type: none"> ▪ Working in a relevant discipline in a learning environment ▪ Working with children of relevant age ▪ Working with students with additional needs particularly social, emotional and behavioural difficulties. ▪ Working with teenagers and adults in difficult circumstances ▪ Communication skills - written and verbal and can develop and maintain professional relationships. ▪ Relate well to children and adults ▪ Competent user of MS Office applications including secure knowledge of Microsoft excel, including the ability to create clear tables and charts to summarise data ▪ Plan effective actions for students at risk of underachieving. ▪ Self-evaluate learning needs and actively seek learning opportunities. ▪ Understanding of principles of child development and learning processes and in particular, barriers to learning ▪ Understand range of support services/providers ▪ Full working knowledge of relevant polices/codes of practice /legislation. ▪ ▪ Knowledge of relevant polices/codes of practice & awareness of relevant legislation. ▪ Identify own training & development needs & cooperate with means to address these. 	<ul style="list-style-type: none"> ▪ Knowledge of restorative approaches ▪ Competent in the use of SIMs (School Information Management System) and other external data analysis software programmes ▪ Ability to manipulate data to find patterns and issues

Personal Qualities	<ul style="list-style-type: none"> ▪ Open, honest and an active listener ▪ Committed to the needs of the students, parents and other stakeholders and challenge barriers and blocks to providing an effective service. ▪ Develop good relationships with others by behaving with integrity, treating people with respect and leading by example. ▪ Reliable, approachable and non-judgemental ▪ Encourage positive traits / behaviours ▪ Challenge negative behaviours and assumptions. ▪ Active supporter of students, parents, carers and staff. ▪ Handle sensitive information and maintain confidentiality. ▪ Work with individuals and small groups of students. ▪ Committed to the continuous development of self and other by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	
Other	<ul style="list-style-type: none"> ▪ Commitment to safeguarding and promoting the welfare of children and young people. ▪ Willingness to undergo appropriate checks, including enhanced DBS Checks ▪ Motivation to work with children and young people. ▪ Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	

Safeguarding Children

CAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Head of Human Resources. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.