

Job Title	<i>Pastoral Practitioner</i>
Responsible to	<i>Senior Leadership Team</i>
Key Internal Contacts	<i>Students</i> <i>School Staff</i>
Key External Contacts	<i>Parents / Carers</i>

At Outcomes First Schools, we are ambitious for every student and committed to the highest standards in everything we do. We continuously evaluate and improve our practice, drawing on evidence, expertise and experience to ensure we deliver the best possible outcomes. We take responsibility for the quality and impact of our work, understanding that every decision has the power to shape the lives of students, families, colleagues and communities. By taking the time to listen, understand and make informed decisions, we create positive learning environments where students can thrive, achieve their potential and build successful futures.

JOB PURPOSE

- The purpose of the Pastoral Support Worker is to work alongside teaching staff, parents/ carers and students; providing a 1:1 mentoring and/or tutoring role to specific students.
- The underpinning value of the work is to ensure that every student achieves their potential through the provision of targeted support and intervention, working with the school's Senior Leadership Team.
- Under the direction of the Senior Leadership Team, the Pastoral Support Worker will contribute to all aspects of students' well-being and achievement.
- The role will involve a mixture of dealing with parents/ carers, intervention groups, supporting learning in addition to managing students' behavioural and attendance challenges.
- This will involve writing Support Plans and intervening with difficulties around the school in terms of pastoral support.

KEY TASK AREAS & RESPONSIBILITIES

General

- Safeguard and promote the welfare of children and young people
- Liaise with the Senior Leadership Team to ensure students who are identified as being in need of support receive appropriate help.

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- Assisting and supporting students during learning sessions, break time and lunchtimes, this will involve; managing student behaviour, lunchtime activities and rewards etc.
- Take part in any relevant meetings to assist with student welfare e.g. review meetings with parents/carers and external agencies.
- Management of rewards and sanctions for students: suitable and consistent interventions put into place as needed.
- Feedback and liaison with parents/ carers where applicable.
- Offering support and advice to parents/ carers where necessary and signposting to available services.
- Feedback and liaison with teachers and other support staff.
- Feedback and liaison with Senior Leadership Team (SLT).
- Feedback and liaison with Curriculum Leaders, where specific intervention must take place in a particular subject.
- Mentoring individuals or groups of students.
- Writing and maintaining Support Plans for specific students.
- Management of behavioural challenges that arise throughout the day.
- Assisting in the daily organisation of logistical matters involving students.
- Providing a supportive framework for individual and group interventions as necessary.
- Following up on safeguarding concerns in line with school policy and practice.
- Support school attendance and punctuality as necessary.
- Provide support in lessons for specific students.
- Supporting student voice groups
- Supporting the management of PSHE across school with the PSHE Curriculum lead in school.
- Daily liaison with staff regarding students you work with and daily compilation of work.
- Supporting the pastoral system by undertaking other duties e.g. Intervention planning time, mentoring activities etc.
- The nature of the role is such that flexibility and self-motivation are crucial to success.

Supporting the School

- Complete all post incident and legal paperwork related to Pastoral support to a high standard for the whole school within the team, being proactive to ensure young people and staff are safeguarded.
- Liaise and offer advice, guidance and support around de-escalation, rewards and consequences and crisis behaviour management

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- Train the staff team to effectively record and report within the current framework and guidance using the current recording systems
- Complete all post incident debriefs to a high standard, using positive reflection and solution focused approaches for the whole school where required
- Ensure the wellbeing of all staff is considered through communicating on a 1:1 basis termly, as well as leading and promoting whole school wellbeing initiatives.
- Liaise with the appropriate professionals and colleagues, regarding any outcomes or actions following debriefs and wellbeing discussions
- To support in the leadership of the student council.

Other Duties and Responsibilities

A job description can never be fully descriptive and exhaustive of unforeseen changes or circumstances. It is expected that staff will, within reason, respond to unforeseen circumstances and emergencies as they arise, commensurate with their qualifications, experience and the situation.

PERSON SPECIFICATION

Experience	Essential	Desirable
Experience working with Young People with SEN	✓	
Specific experience of working with Young people Autism.		✓
Specific experience of working within a Pastoral Support Role.		✓
Skills	Essential	Desirable
Ability to lead and model positive behaviour management,	✓	
Successfully can act on their own initiative and prioritise tasks	✓	
Able to identify and work towards specific goals with children and colleagues	✓	
Able to maintain good relationships with children and adults	✓	
Able to work as part of a team and be flexible when required	✓	
Able to motivate and encourage children and colleagues to develop to their full potential	✓	
Qualifications & Training	Essential	Desirable
At least 12 months experience as a Pastoral Support in a school or education provision where supporting with challenging behaviour is a key part of the role	✓	
GCSEs in English and Maths		✓
ICT knowledge		✓
Prior knowledge with physical intervention providers.		✓
Other	Essential	Desirable
Good level of physical fitness , this to be able to support the young people when they are in crisis and engage in a range of activities	✓	
Emotionally resilient	✓	