

POST TITLE: Pastoral Support Worker

RESPONSIBLE

TO: Caroline Rolfe

Main Responsibilities

To be actively involved in the support and monitoring of students' wellbeing and behaviour by:

- Reporting directly to the senior leadership team about trends in behaviour and supporting the implementation and evaluation of whole school communication & behaviour strategies.
- Assisting and managing the return of students back to the classroom.
- Implementing agreed strategies to manage and improve the behaviour of pupils in the school.
- Monitor and analyse the behaviour of pupils, using the online behaviour management system.
- Providing an on-call response to support teaching staff, when appropriate
- Liaising with teaching staff to support teaching and learning.
- Supporting students in following the rules of the school, and meet their individual objectives.
- Ensuring the safeguarding of all pupils by supporting the safeguarding lead as a Deputy Designated Safeguarding Person.
- Supporting regular CPD on communication and behaviour strategies to support pupils.

To assist in the organisation for the school and the encouragement of student responsibilities including coordinating the student council. of a rewards system.

To work with the senior leadership team to develop and promote strategies to improve behaviour throughout the school.

To coach and support students about how to manage their emotions and feelings leading to better self-regulation and self-management, in liaison with the clinical and educational team.

Support with staff understanding and implementation of effective de-briefs following incidents of dysregulation.

These responsibilities may be carried out in some of the following ways:

- Working with parents through regular communication.
- Assisting in the induction and transition of new pupils.
- Supporting pupils and encouraging them to reflect and improve upon their behaviour.
- Being present in the corridors to react to support pupils who are out of the classroom.
- Undertaking CPD and further research as required to expand own knowledge and skills base.

- Attending meetings and other events associated with the school.
- Providing support to staff in managing pupils' behaviour.
- To lead and train on CPI within the school community.
- Contributing to clinical team meetings, assemblies, parent meetings through presentations and advice.
- Working one to one with students to address their behaviour and wellbeing needs.
- Carrying out other reasonable tasks as requested by the senior leadership team.

Safeguarding

The post-holder will also be a member of the school's safeguarding team. To support this, you will complete the NSPCC Safeguarding course and equivalent from OFG. In this role, you will be expected to follow the school's safeguarding policies and procedures and meet regularly with the Designated Safeguarding Person.

Further responsibilities

- Communicate regularly and effectively with parents/carers and wider stakeholders
- Support with pupil and staff wellbeing through the use of effective debrief strategies after significant events and RPI's
- Offer advice and guidance to staff on how to effectively manage behaviour
- Support with the updating of pupil risk assessments and behaviour plans in liaison with educational and clinical teams.
- Be a trauma-informed champion and support with the implementation of this approach as a main behaviour support tool, across the school.
- Attend meetings as and when required.

Person Specification

Experience	Essential	Desirable
Experience working in an education environment, with a range of pupils	✓	
Successful experience of working with pupils with additional learning needs and challenging behaviour	✓	
Experience of implementing and monitoring the impact of communication and behaviour strategies		✓
Experience in using work-related IT	✓	
Experience of using data to understand target-setting to track student progress and apply appropriate interventions	✓	
Knowledge of the complexity of additional learning needs, and the impact on behaviour	✓	
Successful use of person-centred and trauma-informed practice with a range of pupils		✓
Skills		
Excellent communication skills	✓	
Ability to plan, prioritise, delegate, organise self and others	✓	
Ability to manage, monitor, evaluate and review one's own work and that of others	✓	
Ability to work on own initiative, and as part of teams	✓	
Ability to use a range of strategies, including where appropriate physical intervention, to keep pupils safe.	✓	
Ability to distract, re-escalate and de-brief distressed or dysregulated pupils of different ages and cognitive abilities.	✓	
Ability to build strong professional relationships with a range of pupils.	✓	
Enthusiasm, dynamism and emotional resilience, and the ability to keep calm and work effectively under pressure	✓	
A commitment to professional standards, quality, and continuous improvement.	✓	
Qualifications & Training		
High standards of literacy and numeracy skills	✓	
Evidence of relevant further professional development		✓