

Ashley Park - Skylarks School (Epsom)

JOB DESCRIPTION: Pastoral Coordinator

Reports To: Headteacher

Review and Amendment: This job description will be reviewed annually and may be subject to modification and amendment following consultation between the Headteacher and the post holder.

Purpose of Job:

To support the Senior Leadership Team (SLT) to establish and embed effective strategies in all areas of pastoral care. To develop, implement and embed long-term co and self-regulation strategies and plans, linked to other documents, to support pupils to overcome barriers to learning and maximise opportunities provided for them. Working under the direction of the Headteacher to provide support to all pupils in enabling them to achieve their potential both academically and socially. The successful candidate will also contribute towards the success of the school by:

- Modelling person-centred behaviour management reflecting the Ask, Accept, Develop and Trauma Informed Care approaches
- Training staff in CPI behaviour management
- Quality assuring Restrictive Physical Interventions (RPIs) to reduce the number of RPIs
- Working with all stakeholders to reduce suspensions and exclusions
- Liaising with families and external agencies
- Coordinating Personalised Education Timetables
- Contributing to the safeguarding team by taking on the role of a Deputy DSL

Duties and Responsibilities:

- To promote and support pupils in following the school values
- To liaise with class teams on a daily basis regarding all pastoral matters
- To contribute to pupil Wellbeing Support Plans in partnership with class and therapy teams
- To facilitate use of bespoke pupil timetables and recovery curriculum when required
- To attend re-integration meetings following external suspensions
- To liaise with class teams and ensure agreed actions from re-integration meetings are being implemented by all staff involved with the pupil
- To communicate in an effective, professional, and timely manner with all stakeholders and agencies
- To liaise with Parents/Carers to support the implementation of agreed actions at home and aid transfer of skills, knowledge and strategies to the home setting
- To liaise with Parents/Carers to promote positive communication and engagement – providing a link between home and school beyond that of the class team
- To contribute to the development of effective links with external agencies
- To analyse incidents on sleuth to identify support and strategies for pupils to aid regulation, reduce use of RPIs and the risk of suspension or exclusion.
- To quality assure RPI recording and reporting in line with the Restraint Reduction Network (RRN) agenda

- To identify personal contributing factors that are affecting pupils' performance and share this information with relevant staff
- To monitor behaviour, emotional and social issues within all class groups and implement positive interventions, when necessary, in consultation with therapists and SLT
- Initiate/request Multi-Disciplinary Team meetings when there are concerns regarding pupil regulation and engagement
- To ensure records are kept up-to-date regarding incidents and for safeguarding concerns
- To quality assure Pupil Risk Assessments
- To liaise with SLT, class and therapy teams on behavioural analysis and interventions
- To update SLT on actions regarding pupils whose behaviour/ presentation causes concern
- To support pupils by responding to behavioural incidents
- To support, coach and model effective positive behaviour management and pastoral support to class staff working directly with pupils
- To identify, implement and model strategies to improve regulation and reduce barriers to learning
- To observe classroom practice and suggest, model and review supportive behaviour management strategies
- To contribute to transition processes and procedures between class groups, key stages, secondary school.
- To participate in the review, development and management of activities relating to the pastoral functions of the school
- To follow agreed policies for communications in the school
- To support colleagues in reflective practice and debriefing post incident
- To attend reflective practice meetings
- To have a visible presence around the environment promoting good behaviour, particularly with meeting and greeting at the start and end of the day, transitions and playtimes.

Whole School:

- Assist staff by offering mentoring support, training and guidance on positive behaviour management
- To contribute to and help implement developments that relate to the School Development Plan
- To play a full part as a member of the School's multi-disciplinary team, ensuring effective and professional working relationships with colleagues
- To maintain regular communication with colleagues, both informally and in meeting times, ensuring the individual needs of the pupil are being met effectively
- To make, use and keep records in accordance with Company policies and procedures and standards set by relevant regulatory bodies.
- Safeguard all pupils and ensure their safety and wellbeing
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General:

- Ensure that the service operates to agreed budgets and contribute to keeping within these budgets as instructed
- Exercise vigilance in respect of Health and Safety and promptly report all hazards and/or remedying them where appropriate. Undertake all duties in a manner calculated to minimise or avoid unnecessary risks, personally or to others
- Report issues and/or incidents relating to staff and pupils that have arisen in the day promptly to the relevant Line Manager or SLT

- Operate at all times in accordance with Company policies and procedures, with particular reference to Safeguarding, Low-Level Concerns, Managing Allegations, Complaints, Person-Centred Behaviour, and the School's curriculum policy.
- Ensure high levels of confidentiality and professionalism are adhered to at all times.
- Participate in training and take responsibility for personal development and behaviour management training
- Participate in team meetings, supervisions, and annual reviews in accordance with Company policy and the standards set by relevant regulatory bodies.
- Work to promote the school as a valued, professional asset within its community and conduct themselves at all times in a manner that reinforces this image
- Ensure that all actions are in the interests of the pupils and the Company
- Ensure that all written documentation (inclusive of, but not limited to, emails, records, reports, notes etc.) are completed to a very high standard of written English and free of spelling and grammatical errors.

To carry out any other reasonable and relevant duties as required

- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school
- Ensure that there is a safe working and learning environment in which risks are properly assessed

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.

Personal Specification

	Essential	Desirable	Measured by: <i>application form / interview</i>
Qualifications and Training			
Educated to degree level		x	
GCSE in Maths and English <i>grade C/Level 4 or level 2 equivalent</i>	x		
Willingness to work towards further qualifications as required	x		
Undertake group induction training on commencement	x		
Full Driving Licence	x		
Current first aid qualification		x	
Experience			
Experience of work with autistic spectrum disorders and/or challenging behaviour	x		
Experience of work within an education setting	x		
Pastoral management experience in a care setting or the special educational needs sector		x	
Experience of driving and advising on best practice in relation to positive behaviour support	x		
Experience of working effectively and networking, with a range of support services with an ability to draw upon a range of support, information, opportunities and guidance		x	
Skills, Knowledge and Aptitudes			
Ability to work independently and as part of a team	x		
Effective communication skills, verbal and written	x		
Ability to record information accurately	x		
Ability to mediate, negotiate and problem solve	x		
Good organisational skills	x		
Ability to deal with complex and challenging behaviour	x		
Ability to demonstrate empathy	x		
Good IT skills	x		
Ability to lead and coordinate effectively		x	
Personal Characteristics			
Commitment to the values of the organisation	x		
Punctual and Reliable	x		
Calm under pressure	x		
Self-motivated	x		
Positive and energetic approach to work	x		
Versatile and Flexible	x		
Willing to learn from the good practice of others	x		