



Whitleigh Community Primary School

Pastoral Support Assistant – Grade E

Job title:	Pastoral Support Worker
Reports to (job title):	Headteacher and SENDCO Lead
Hours of work:	37
Maintain and record all relevant pupil information, ensuring that appropriate data protection procedures are followed.	
Work with school staff, parents and relevant external agencies regarding pupils' pastoral needs, behaviour and attendance as appropriate.	
Support pupils and parents during transition periods.	
Promote the school's vision and ethos, encouraging the inclusion and acceptance of all pupils.	
General	
(The duties may be varied to meet changed circumstances in a manner compatible with the post held, at the reasonable direction of the SENDcO & Head teacher.)	
Adhere to all school policies and procedures, particularly those in relation to equality of opportunity, health and safety, data protection and safeguarding.	
Attend meetings, conferences, and home visits as appropriate.	
Ensure that appropriate policies and procedures are implemented to allow effective learning to take place, including child protection procedures and behaviour management processes.	
Attend relevant training and undertake appropriate CPD activities, ensuring that staff members are kept up-to-date with relevant news and techniques within the sector.	
Act as a role model for pupils, setting high expectations and acting in a professional manner.	
Pastoral care	
Demonstrate a commitment to safeguarding and promoting the welfare of pupils, ensuring that pupil wellbeing is the focus of all actions undertaken in the role.	
Assist with the pastoral care of pupils, ensuring that the school meets all pupils' personal and social needs.	
Provide one-to-one pastoral support to pupils, where necessary under direction of learning mentor and SENCO/ SLT.	
Work with staff members and parents in order to remove practical, social and emotional barriers to learning.	



Raise any concerns regarding pupils' learning and the support they receive with the relevant phase leader or member of SLT.
Refer pupil wellbeing concerns to the appropriate external agencies, as appropriate. Follow up concerns and provide individual support for pupils.
Lead and arrange multi-agency meetings, prepare agendas, documentation and minutes
Ensure that any concerns are appropriately recorded and reported, including those in relation to attendance, academic performance, and pupil wellbeing.
Plan and implement any specific arrangements for individual pupils, such as intervention programmes, ensuring that relevant staff members are aware of any measures in place.
Discuss individual pupils' needs with relevant members of staff, parents and external agencies, where appropriate.
Maintain accurate records regarding the implementation of intervention (pastoral) programmes, including any referrals that are made.
Continuously motivate and challenge pupils, whilst promoting and reinforcing self-esteem and place a strong focus on pupils' social, mental and emotional health (SMEH) needs.
Promote independence, recognising and rewarding achievement of self-reliance.
Plan, deliver and monitor a rewards system in order to encourage attendance, motivate pupils and increase academic performance as appropriate in discussion with senior team.
Supporting staff
Act as a one of the points of contact for staff members regarding the wellbeing of pupils and provide the necessary support.
Work with the senior leadership team (SLT) and other staff members to ensure continuity of pastoral care throughout the school.
Attendance
Encourage attendance and punctuality at school.
Liaise with parents of pupils, ensuring that appropriate interventions are being implemented at school and at home.
Facilitate the reintegration of pupils who have been excluded, ensuring that they are appropriately supported, and necessary interventions are implemented.
Create and maintain positive and productive relationships between home and school and work proactively with parents/carers.



	Essential	Desirable
Qualifications and training	<p>The successful candidate will:</p> <ul style="list-style-type: none"> ● Hold GCSEs or equivalent qualification in at least English and Maths. ● Have qualification, training or experience in psychology and/or counselling 	<ul style="list-style-type: none"> ● Undertaken behaviour management and safeguarding training. ● Educated to degree level in a relevant subject. <ul style="list-style-type: none"> ● STORM training (or similar) ● Hold a valid DBS check.
Experience	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> ● Undertaking relevant and effective CPD. ● Developing and delivering individual and group-based support ● using a trauma informed approach to working with children and families ● implementing behaviour and anxiety management strategies (e.g., Coping Cat, Starving the Anger Gremlin etc) ● leading multi-agency meetings, preparing minutes etc. 	<ul style="list-style-type: none"> ● Experience of creating individual intervention programmes for pupils. ● Experience of handling child protection and welfare cases.
Knowledge and skills	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> ● Knowledge of statutory requirements regarding safeguarding children ● Knowledge of common pastoral issues and how to respond to the different situations which may arise. ● Awareness and respect for the extremely sensitive status of information and its confidentiality. ● Excellent written and verbal communication skills. ● An ability to motivate colleagues. ● A good understanding of child development, learning processes and barriers to learning. <p>The successful candidate will be able to:</p> <ul style="list-style-type: none"> ● work as part of a fluid, flexible team, as well as independently. ● Adapt activities to ensure they are inclusive. ● Manage and lead groups. ● Collate and summarise information and data. 	<ul style="list-style-type: none"> ● Knowledge of legislation regarding pupil attendance, safeguarding and data protection. ● Knowledge of local and national support services that are available to pupils and schools.



	<ul style="list-style-type: none"> ● Be proactive in the protection of children in reference to safeguarding procedures and protocols. ● Effectively liaise with external agencies. ● Develop and implement effective support strategies. ● Identify triggers of poor behaviour and barriers to learning. ● Maintain accurate and up-to-date records. 	
<p style="text-align: center;">Personal qualities</p>	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> ● Effective communication with children, parents, and professionals. ● Good time management and the ability to prioritise tasks effectively. ● A well-developed sense of empathy. ● A good attendance and punctuality record. ● High expectations of self and professional standards. ● The ability to maintain successful working relationships with other colleagues. ● A willingness to work outside of the timetabled day, where necessary. ● High levels of drive, energy, and integrity. <p>The successful candidate will be able to:</p> <ul style="list-style-type: none"> ● Build positive and productive relationships with staff members, pupils and parents. ● Consistently promote good behaviour throughout the school. ● Effectively motivate and encourage pupils. ● Commit to contributing to the wider school and its community. 	

Person Specification