

|                    |                                                        |
|--------------------|--------------------------------------------------------|
| <b>Job title:</b>  | <b>PASTORAL SUPPORT OFFICER</b>                        |
| <b>Grade:</b>      | Grade 6 (SCP 6 to 9)                                   |
| <b>Reports to:</b> | Safeguarding Support Manager/ Pastoral Support Manager |

### Main job purpose

To undertake a range of duties to contribute to the pastoral support of the pupils.

### Main responsibilities and duties

1. To provide pastoral support to pupils experiencing difficulties on a day-to-day basis.
2. To provide information, advice and structured intervention to enable pupils to make positive choices about their behaviour, attendance and social interactions.
3. Work with small groups/individuals on identified issues such as self-esteem, friendship issues, behaviour, bullying etc
4. To liaise with support staff and teachers to share strategies for support.
5. To liaise with staff, parents and relevant outside agencies to provide appropriate interventions for pupils experiencing disruption to their learning.
6. To organise and attend meetings when necessary to include the taking of minutes.
7. To develop strong links between the school and families in order to improve educational opportunities for students and to promote a positive attitude towards school.
8. To adopt the key worker role for named pupils, to include monitoring their progress, attending any relevant meetings and reporting any concerns to the SENDCO, Head of Year or DSL.
9. Attend safeguarding meetings as required/when requested by DSL/Heads of Year.
10. Be able, during lunch and break times, to deal with immediate situations as they arise
11. Attending meetings with other members of the pastoral team and Heads of Year.
12. Visit feeder schools on a regular basis and develop methods that will help the new intake of pupils.
13. Visit/meet with feeder upper schools to ensure smooth transition of pupils from year 8
14. Attend year 8 transition meetings as required, liaise with pupils, parents and staff.
15. Aid entrance/exit of vulnerable pupils from and to feeder schools and organise visits to assist with transition.
16. Organisation of events, including assisting in organising Year 8 taster mornings to feeder schools.
17. Provide a pastoral drop in service for parents at consultation/open evenings.
18. To comply with confidentiality and safeguarding procedures.
19. Occasional cover supervisory work as may be required.
20. Support termly and end of year celebration awards
21. Liaison with charitable organisations
22. Support with student voice activities
23. Focus on supporting Pupil Premium children in the school

### **Supervision and management**

There is no requirement to supervise or manage other staff

### **Decision making**

Need to be confident in ability to take appropriate decisions

Work is carried out within clearly defined rules and procedures.

### **Problem solving and creativity**

Problem solving and creativity are an essential feature of this post. The post holder will need to be able to identify and respond to any problems arising and developing solutions for individual pupil issues.

### **Key contacts and relationships**

The post will involve a variety of contacts: internally within the school and with outside organisations and parents.

To develop close working relationships with all staff - sharing of information quickly and efficiently.

### **Resources**

General office equipment, management information systems MyConcern, "Google Suite".

### **Working environment**

Work is subject to deadlines and changing demands in a busy Middle School environment.

### **Progression in Post**

CPD will be available as part of the role.

### **General and School Responsibilities**

- Be familiar with Safeguarding requirements in protecting the welfare of children, and young people. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.
- Contribute to and support the school's Christian values (in Church Schools) as well as Trust's Values, ethos and vision
- Participate in training and other learning activities as required
- Participate in Performance Management and development as required by the Trust's policies and procedures

- Participate actively and flexibly in a range of school activities
- Be aware that all employees have a general duty in law to take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions
- Understand and be committed to the Health and Safety Policy and the safety priorities and be aware of their contribution to such priorities
- Be aware of and comply with the health and safety legislation and other requirements that are relevant to the post
- Demonstrate commitment and enthusiasm to promote the principle of equality and diversity in employment and service delivery
- Be familiar with and promote the Equality and Diversity Policy

The principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

|                                     |                           |
|-------------------------------------|---------------------------|
| <b>Job description prepared by:</b> | D Ayling/ Central HR Team |
| <b>Date:</b>                        | June 2025                 |

| Requirements                      | Essential                                                                                                                                                                                                                                                                                                                                                                                                      | Desirable                                                                                                                                                                                                                                                      | Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualifications</b>             | <ul style="list-style-type: none"> <li>5 GCSEs including English and Maths (minimum level 4 or equivalent experience/ vocational qualification)</li> </ul>                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Level 3 DSL Safeguarding qualification or willing to be trained</li> <li>First Aid qualification</li> <li>Appropriate qualification/ licence to drive a minibus</li> </ul>                                              | <p>Application Form<br/>Interview</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Knowledge &amp; Experience</b> | <ul style="list-style-type: none"> <li>Previous experience of working in a pastoral support role</li> <li>Previous experience working with young people</li> <li>Experience of following procedures and processes</li> <li>Experience in using data and tracking tools to monitor behaviour, attendance and progress</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>Experience of working in a school</li> <li>Previous experience in attendance or behaviour support</li> <li>Experience in working as part of a team</li> <li>Experience of using Arbor data management system</li> </ul> | <p>Application Form<br/>Interview<br/>References</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Skills</b>                     | <ul style="list-style-type: none"> <li>Excellent organisational skills</li> <li>Attention to detail</li> <li>Strong communication and interpersonal skills</li> <li>Fluency in English for all student and public-facing roles. The pastoral team are required to speak fluently with students, parents and external agency staff to support students in their attendance, behaviour and wellbeing.</li> </ul> |                                                                                                                                                                                                                                                                | <p>Application Form<br/>Interview</p> <p>Language Qualifications<br/>Fluency in English evidenced by:</p> <ul style="list-style-type: none"> <li>competently answering interview questions in English;</li> <li>possessing a relevant qualification for the role attained as part of education in the UK or fully taught in English by a recognised institution abroad</li> <li>passing an English language competency test or possessing a relevant spoken English qualification at CEFR Level B1 or above, taught in English by a recognised institution abroad</li> </ul> |
| <b>Personal Qualities</b>         | <ul style="list-style-type: none"> <li>Friendly and helpful manner</li> <li>Discretion</li> <li>Patience</li> <li>Firmness</li> <li>Quick Learner</li> <li>Flexible and adaptable</li> <li>Confidence in ability to take appropriate decisions</li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li>Willingness to support the schools Christian ethos (for Church schools)</li> </ul>                                                                                                                                      | <p>Application Form<br/>Interview<br/>References</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Relationships</b>              | <ul style="list-style-type: none"> <li>Have positive and mutually supportive relationships with all colleagues</li> <li>Ability to promote the school across the wider community</li> <li>Ability to develop appropriate warm/strict relationships with students</li> </ul>                                                                                                                                    |                                                                                                                                                                                                                                                                | <p>Application Form<br/>References<br/>Interview</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| Requirements        | Essential                                                                                                                                                                                         | Desirable                                                                                           | Evidence                      |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Safeguarding</b> | <ul style="list-style-type: none"> <li>• Good knowledge of relevant Safeguarding procedures</li> <li>• Commitment to adhere to the Trust's Safeguarding &amp; Child Protection Policy.</li> </ul> | <ul style="list-style-type: none"> <li>• Good awareness of potential Safeguarding issues</li> </ul> | Application Form<br>Interview |