

# Special Provision Partnership



## Pastoral Care Worker

Grade 4

### Job Description

#### Purpose of the Post

Pastoral Care Workers work under the guidance of senior staff within an agreed system of supervision, working flexibly across the Partnership in response to the needs of pupils. As part of a specialist team, Pastoral Care Workers play an important role in helping to create a stimulating, safe and structured environment for pupils with complex needs. In particular, Pastoral Care Workers provide an on-call service for pupils at times of crisis, proactively supporting pupils in their self-regulation to enable them to settle and learn. When pupils are regulated, Pastoral Care Workers support pupils' long-term development through the planning and delivery of interventions, coaching conversations and therapeutic activities or by providing general support in the classroom under the guidance of a teacher.

#### Key Areas

##### Support for Pupils

- Establish positive, productive working relationships with pupils, acting as a role model and promoting restorative practice
- Support pupils with consistent, unconditional positive regard, identifying and responding to their individual needs
- Use judgement and creativity to plan and deliver interventions according to the needs of pupils and small pupil groups
- Develop a deep and wide ranging understanding of the reasons behind different behaviours
- Use specialist SEN and behaviour strategies, including TeamTeach, to support self-regulation and de-escalation in accordance with school policies to effectively support pupils at times of crisis
- Attend to pupils' personal needs including social, health, physical, hygiene, first aid and welfare matters
- Assist with the development and implementation of relevant education, behaviour, health and support plans
- Implement planned interventions for both individuals and groups

##### Support for the Teacher

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher and other staff to plan lessons and create resources that enable all pupils to access the curriculum
- Assist in the development and implementation of appropriate engagement and behaviour strategies
- Provide data and feedback and contribute to reports on individual pupils and pupil groups
- Liaise sensitively and effectively with parents and carers as agreed with the teacher and in line with school policies
- Administer and assess routine tests and invigilate when required
- Provide general administrative support including, for example, the monitoring and recording of behavioural incidents
- Liaise sensitively and effectively with parents and carers

##### Support for the Curriculum

- Plan and deliver agreed programmes and activities according to the needs of pupils

- Develop resources to support the delivery of activities and interventions
- Support the use of ICT and develop pupils' competence and independence in its use
- Determine the need for, prepare and maintain general and specialist equipment and resources

### Support for the School

- Contribute to the overall ethos, work and aims of the school
- Establish constructive relationships and communicate with other professionals to support the progress of pupils
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Assist in the training and development of staff as appropriate
- Supervise pupils on visits, trips and out of school activities as required
- Supervise pupils at lunch and break times
- Be responsible for maintaining and updating records, information and data in line with school policies, contributing to reviews and producing analysis and reports as required
- Be an advanced TeamTeach practitioner

**Responsible to:** Principal (Associate)

**Employee Supervision:** None

Knowledge, experience and skills:	E/D
E = Essential      D = Desirable	
<p>Experience</p> <ol style="list-style-type: none"> <li>1. Relevant experience in a school or similar setting.</li> <li>2. Experience of working with children and young people with special educational needs and/or social, emotional and mental health difficulties.</li> <li>3. Experience of supporting children with strategies to enable them to settle to learn.</li> <li>4. Experience of using restorative practices.</li> <li>5. Experience of counselling skills/mentoring skills.</li> </ol> <p>Knowledge</p> <ol style="list-style-type: none"> <li>6. Understanding of pupils with SEMH / SEND.</li> <li>7. Knowledge of issues and needs that affect behaviour.</li> <li>8. Knowledge of behavioural and self-regulation interventions.</li> <li>9. Full understanding of the range of multi-agency support required and available to pupils.</li> <li>10. Full working knowledge of relevant safeguarding, equality and health and safety policies, codes of practice and legislation.</li> </ol> <p>Skills</p> <ol style="list-style-type: none"> <li>11. Ability to relate well to children and adults.</li> <li>12. Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these.</li> <li>13. Ability to develop personalised strategies to support reluctant learners to engage and achieve.</li> <li>14. Ability to use a range of strategies to support positive behaviour and self-regulation.</li> <li>15. Ability to use correct English in spoken and written communication.</li> <li>16. Ability to use of IT.</li> </ol> <p>Qualifications:</p> <ol style="list-style-type: none"> <li>17. GCSE English/Maths/ grade A to C or equivalent.</li> <li>18. Level 3 qualification.</li> <li>19. Level 4 qualification.</li> <li>20. Specific training in interventions/SEN/SEMH.</li> <li>21. Commitment to all CPD offered.</li> </ol>	<p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>E</p>
Behaviours and expectations:	

All staff members are expected to adhere to and promote professional standards including the Trust and Academy's code of conduct and values.

**General:**

The post holder will be expected to undertake any other duties, commensurate within the grade, at the discretion of the Senior Leadership Team and develop and promote high standards of professional conduct throughout the Academy and the wider Trust community.

You will be expected to carry out your duties in line with the Academy's policies, procedures and relevant legislation. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing performance management and development through school communications.

You will be required to work at any premises which the Trust currently has or subsequently acquires or at which it may, from time to time, provide services.

You will be expected to travel throughout the borough and wider area and will, therefore, have access to a vehicle with appropriate Business Insurance. There may be a requirement to transport pupils from time to time, subject to appropriate risk assessments being in place.

You will be expected to attend and participate in a wide variety of meetings as well as training and development activities to support Trust, Academy and your own professional development.

All staff, regardless of their position, are expected to undertake TeamTeach training and work within "good practice" guidelines using a range of positive handling strategies, gradual and graded, involved in holding, guiding and escorting safely, from least intrusive to more restrictive holds.

As part of your wider duties and responsibilities you will be required to promote and actively support the school's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

The post holder must be willing to undertake an enhanced Disclosure and Barring Service check. Please note that a conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.

**5 February 2020**