

## Job Description

<b>Post:</b>	<b>Pastoral &amp; SEN Support Officer</b>
<b>Salary:</b>	Grade G (pt. 27-30)
<b>Hours:</b>	TTO + 10 days
<b>Responsible to:</b>	Assistant Principal Deep Support

### Key Responsibilities.

- To work as part of the Bridge Team and manage the Pastoral Support of students experiencing social, emotional difficulties and who display challenging behaviour.
- To be a key worker assigned to a cohort of students planning and delivering therapeutic programmes/ interventions e.g. Therapeutic story writing and Drawing and talking.
- To work closely with the Bridge Manager, SENCO, Learning Manager and Inclusion Co-ordinator in identifying individual pupils who require interventions and therapeutic packages of support.
- To provide 1-1 sessions with identified students from the School behaviour tracking system in an early intervention capacity as a preventative measure.
- To offer teaching staff 1-1 drop in sessions to access support and advice about individual students.
- To liaise with outside agencies/parents and carers to provide a school link for the students who have been identified as needing to access 1-1 support.
- To run parent workshops to offer strategies to manage negative/ difficult behaviour at home.
- To provide drop in sessions for students on a weekly basis over a lunchtime period.
- To manage the transition pastoral support for students in KS2/3 identified as requiring a key worker.
- To provide training opportunities to staff e.g. possible triggers in class, sensory awareness, behaviour management.
- To monitor and report key issues disclosed in 1-1 meetings and follow school safeguarding procedures.
- To work alongside teaching staff to complete Initial Assessments before an intervention and on exit to be able to measure impact and plan future steps.
- Attend weekly meetings with the Bridge team to share information about 1-1/small group sessions and give feedback to class teachers where necessary.
- To plan and deliver small group interventions to target negative behaviour, social skills and low self-esteem.
- To accept referrals from class teachers that fit the Bridge criteria to access support in a 1-1/small group.

- To be involved in Behaviour Support plans and liaise closely with Learning Managers to implement them.
- To provide Pastoral Support and manage students who are constantly in the Consequence Room.
- To establish and maintain a high profile across school using a range of proactive strategies to support positive behaviour.
- To keep detailed records of students attendance and share notes on sessions with appropriate staff as required.
- To use restorative practice techniques to repair relationships between students.

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<b>QUALIFICATIONS</b>			
Grade C or above in both English and Maths, or equivalent	✓		A/I/C
Recognised and relevant vocational qualification (NVQ level 3) and/or equivalent practical work experience	✓		A/I/C
Willingness and ability to obtain and/or enhance qualifications and training for development in the post.	✓		A/I
<b>KNOWLEDGE &amp; EXPERIENCE</b>			
Working in a school environment	✓		A/I
Issues affecting students and young people and how to offer supportive assistance	✓		A/I
<b>SKILLS</b>			
Excellent communication and listening skills	✓		A/I
Ability to respect and maintain confidentiality	✓		A/I
Basic first aid		✓	A/I
Working knowledge of standard computer packages (word processing, email and spreadsheets)	✓		A/I
Good time management and organisation skills	✓		A/I
Ability to work with students and have a real interest in the issues faced by this age group	✓		A/I
<b>OTHER</b>			
Satisfactory Enhanced DBS	✓		C