

Job Description – Pastoral Practitioner



Post Title: Pastoral Practitioner

Responsible to: Lead Practitioner Pastoral Support

Responsible for: N/A

Grade: Grade 6

Position: Permanent, full time.

Brief Description & Purpose of Job

This post is part of the Pastoral and Learning Support Team (PALS) at the College. Part of their role will be to liaise with learners, parents/carers, College Staff and external agencies to assist the College's most vulnerable learners overcome significant barriers they are facing working in close liaison with all members of the Pastoral and Learning Support Team, but particularly the, SENCO and Progress Leaders. They will also be responsible for developing Restorative Practices across the college and pastoral intervention.

The role will involve:

- Participate in CAF and TAC meetings
- 1:1 learner coaching and mentoring
- Liaising with external well-being and integrated inclusion services to develop and diversify the College's provision to support vulnerable learners.
- To support transition and community engagements as required.
- To provide short term programmes of study to ensure learners complete the classwork required to enable successful reintegration into mainstream classes.
- To implement restorative programmes or support packages as required preventing the recurrence of behaviour which might lead to further exclusion.

The revised pastoral system emphasises the need to build effective relationships and work with learners, staff and parents in a supportive manner.

Duties and Responsibilities

- To work in collaboration with teaching staff to ensure effective systems are in place to allow learners to access appropriate work/curriculum whilst in Seclusion.
- Oversee individual daily programmes of study which encourage and allow learners to work independently. This will sometimes require immediate literacy or numeracy work to be organised if learners are withdrawn on the basis of 'call outs'.
- Communicate with parents as and when required to discuss student behaviour and restorative programmes.
- Set clear expectations and boundaries for learners. Demonstrate a consistent approach to create and sustain a controlled, orderly environment.
- Promote positive behavioural change in learners who experience social, emotional and behavioural difficulties and facilitate their inclusion back into mainstream education.
- Work in conjunction with the Lead Practitioner Pastoral Support, Student Progress Leaders and SENCO to implement and update Individual Education Plans and Pastoral Support Programmes as necessary.
- Maintain records of student referrals and restorative intervention programmes.
- Attend team meetings and contribute to the college's agenda to improve behaviour and safety.
- Provide support for after-school detention as and when requested.
- Maintain and update CPOMS, (the pastoral information database)
- Deliver a structured coaching/mentoring programme. This may require working with learners individually or with a small group dependent on the need.
- Maintain records as appropriate and inform pastoral and teaching staff of any issues which might impact on learning.
- Develop the use of restorative processes across school.
- Foster an inclusive ethos, liaising with agencies in and out of school to ensure that learners are well supported.
- Provide general support for learner behaviour during the school day.
- Support the delivery of learner behaviour and reward systems in school in order to provide support for the Senior Leadership Team. This will include responding rapidly to issues and involving parents as necessary in

order to modify learner behaviour. This role is part of a team approach, but as a support staff member it is expected that you will take the lead on immediate issues.

- Provide support for the learners when they are required to work in Seclusion, including occasionally managing a workspace in the absence of colleagues.
- Develop links and work effectively with members of the Pastoral Team in order to support to needs of all learners and champion vulnerable groups
- Work in conjunction with the Pastoral Team to update and monitor Individual Pastoral Support Plans
- Offer withdrawal session specific to the Schools Development Plan.
- Undertake on-call duties as and when required.
- Undertake supervision of learners in the Seclusion, Detentions and Twilight sessions.
- Dealing with day to day pastoral issues to support the Progress Leaders
- Promote good behaviour and ensure health and safety at all times, dealing promptly with conflicts and incidents in line with specified policy.
- Establish constructive and professional relationships with parents/carers.

Additional Responsibilities

- To undertake any relevant training and development activities, including induction and annual appraisal.
- Work within other pastoral support areas supervising learners and ensuring standards are maintained as and when requested.
- Staff development begins with a relevant induction programme and continues throughout employment in the school. Specific induction and support are provided for staffs that change roles or jobs within school. As part of a team, staffs are expected to provide peer support for new members of staff. Staffs are supported in determining their own development needs in the context of school goals and targets through a system of annual appraisal and skills audit and in agreement with their line manager.
- Ensure work is carried out in accordance with the Health and safety at Work Act 1974 and subsequent legislation as detailed in the School Health and Safety Policy.
- Any other duties commensurate with the grade and falling within the scope of the post as requested by management.

This job description outlines the purpose of the post and should be regarded as a framework rather than a definitive list of duties. The post holder will be expected to develop the post to best suit the evolving needs of the school.

Darton College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Post Title <i>Pastoral Practitioner</i>	Directorate/School <i>EDUCATION DARTON COLLEGE</i>	Grade/Scale Grade 6
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Criteria No	Attributes	Criteria	How Identified	Rank
1.1	Relevant Experience	Previous relevant experience of working with young people in an educational setting.	Application Form and Interview	Essential

1.2		Information Communication Technology: e.g. Word/Excel/Publisher/SIMS or similar database/Internet/E-mail	Application Form and Interview	Essential
1.3		Experience of working with specific groups/individuals with behavioural difficulties.	Application Form and Interview	Minor
		Experience of planning/implementing restorative programmes of study	Application Form and Interview	Minor
2.1	Education and Training Attainments	4 GCSEs grades A-C or equivalent (including Mathematics and English)	Application Form	Essential
2.2		NVQ level 3 or equivalent qualification	Application Form	Essential
2.3		Qualification in behaviour management	Application Form	Minor
2.4				
3.1	General and Special Knowledge	Awareness of current Health & Safety Legislation and procedures	Interview	Essential
3.2				
4.1	Skills and Abilities	Excellent management and organisational skills; able to prioritise time and tasks in order to meet deadlines and provide a friendly and efficient service	Application Form and Interview	Essential
4.2		Development of systems to support others Good administrative skills	Interview	Essential
4.3		Excellent interpersonal and communication skills: Ability to work independently, using own initiative Ability to co-operate effectively as a team member Ability to act upon instruction Ability to communicate at all levels, both written and verbal, with Senior Managers, staff and outside agencies	Interview	Essential
5.1	Additional Factors	An interest in the type of work involved	Interview	Essential
5.2		A willingness to share information and expertise	Interview	Essential
5.3		A commitment to ongoing personal development	Application and Interview	Essential
5.4		Available to work at the required times	Interview	Essential
5.5		A flexible approach to accommodate the changing needs of the school	Interview	Essential