



INFORMATION PACK:

**Pastoral Officer
(Assistant House Lead)**



The Latimer Arts School

Job Description

Role:	Pastoral Officer (Assistant House Lead)	Postholder:	
Scale:	Grade G, Point 10-12	Hours:	36.75 hours per week 39 weeks per year
Line Manager:	Attendance and Behaviour Lead	Direct Reports:	None
Date:		Reviewed:	

General Responsibilities

To be responsible for supporting the Assistant Principal responsible for Safeguarding and Student Well-Being in securing high standards of student behaviour, attendance and well-being.

Specific Responsibilities

To understand and be fully committed to the duties and responsibilities in relation to child protection and safeguarding young people.

Key Accountability

To lead on supporting students to reflect on their behaviour and reintegrating them back into lessons.

Ethos and Climate

As part of the learning walk rota and daily duty rota, to have a high presence around the School and in classrooms throughout the working day, reinforcing the School's expectations with regards to our Behaviour for Learning Policy to students;

To challenge, motivate and support students who have breached the School's Behaviour for Learning Policy to encourage appropriate behaviours in the future;

Progress of Disadvantaged and Vulnerable Students

To support with Progress Support Plans, with targeted intervention, for any allocated disadvantaged or vulnerable students in order to support them with securing outstanding progress.

Behaviour

To remove a student from a classroom should they choose to display a behaviour that breaches the School's Behaviour for Learning Policy and ensure that the details of the incident are established and documented;

To support with the investigation of incidents of behaviour that breach the School's Behaviour for Learning Policy that occur outside of the classroom and ensure that the details of the incident are established and documented and then shared with the Attendance and Behaviour Lead;

To log incidents of behaviour for students that occur outside of the classroom that breaches the School's Behaviour for Learning Policy on a student's behaviour record and ensure that relevant parental contact is initiated;

When required, meet with the parents/carers of an allocated student who has been issued with an internal exclusion to agree and set targets for improvement;

When required, to support the Assistant Principal responsible for Safeguarding and Student Well-Being with re-integration meetings for any allocated student who has been issued with a suspension.

Attendance

To conduct Attendance Support Plan (ASP) meetings for allocated students and to monitor the plan, preparing an evaluation of it to present to the Attendance Lead at the end of the monitoring period.

Well-Being

To work with and provide support to students and their parents and carers either at school or in the family home and to support with the completion of Early Help Assessments (EHAs).

Other General Duties and Responsibilities

To contribute to the following general duties, some of which will be on rotation and with some specific tasks being allocated to individual team members:

- On rota, to contribute to the School's daily gate duty, daily 'truancy patrol' pick-ups, daily detention pick-up, break, lunchtime and end of School day duty rota;
- To monitor lateness to School and implement the relevant sanctions and initiate intervention for persistent lateness;
- To ensure that uniform breaches are recorded daily and monitored, initiating relevant actions for those students causing concern;
- To support with the overseeing of the organisation of the remove room, internal suspension room and detention room;
- To support with Safeguarding and be willing to train as a DSL;
- To administer first aid, as part of a wider team of first aiders, if trained;
- When required, to be able to offer support in carrying out home visits as and when appropriate;

To undertake any additional duties as deemed reasonable by the Principal.



PERSON SPECIFICATION: Pastoral Officer (Assistant House Lead)

SELECTION CRITERIA (no priority order)

Qualifications	Essential	Desirable	Method of Assessment
A good standard of education to at least level 3 standard or equivalent	X		Application form / verified at interview
High standard of literacy and numeracy to at least level 2 standard	X		Application form / verified at interview
Relevant professional qualification		X	Application form / verified at interview

Working with Children and Young People	Essential	Desirable	Method of Assessment
Motivated to work with children and young people to ensure they are successful	X		Application form / interview
Commitment to, and belief in, the equal value of all students	X		Application form / interview
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	X		Reference / interview
Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	X		Reference / interview
Ability to raise self-esteem and expectations of children and young people	X		Application form / interview

Knowledge and Experience	Essential	Desirable	Method of Assessment
Knowledge and experience of school behaviour and attendance systems and related government guidance		X	Application form / interview
Knowledge and experience of relevant highly effective behaviour management strategies for children and young people and the ability to use them effectively	X		Application form / interview
Knowledge and experience of the requirements of safeguarding within schools, including Child Protection		X	Application form / interview
Experience of working with and knowledge of services available to support young people and families		X	Application form / interview
Knowledge and understanding of the national initiative to improve the educational outcomes for disadvantaged students who are eligible for the Pupil Premium funding		X	Application form / interview
First Aid trained (or a willingness to undertake training)		X	Application form / interview

Skills	Essential	Desirable	Method of Assessment
Highly skilled in a range of assertive discipline strategies	X		Application form / interview
Efficient and organised: independent and effective in time management	X		Application form / interview



Strong ICT skills, especially Word and Excel	X		Interview
Experience of using SIMS (management information system)		X	Application form / interview
Strong skills in data analysis	X		Application form / interview

Personal Qualities	Essential	Desirable	Method of Assessment
Authoritative, consistent and fair: a commanding presence	X		Application form / reference / interview
Ability to communicate effectively and relate well to all stakeholders	X		Reference / interview
Ability to handle difficult situations with sensitivity, confidentiality and discretion	X		Application form / interview
Ability to work as part of a team	X		Application form / interview
Evidence of resilience when working effectively under pressure	X		Reference / interview
Good sense of humour	X		Application form / reference / interview

Additional Requirements	Essential	Desirable	Method of Assessment
Willingness to contribute to the wider aspects of School life	X		Interview
Evidence of commitment to professional development	X		Application form / interview