



We're looking for a  
**Wellbeing and  
Pastoral Support**  
to join our team!

# **Wellbeing and Pastoral Support**

## **Required September 2020**

### **Salary SCP 7 - 11**

North East Learning Trust and the Headteacher of Diamond Hall Junior Academy are looking for someone who can provide support for students and teachers and contribute to raising standards. As a key member of staff, you will work alongside the Headteacher to shape and drive the vision of the school to achieve the best possible outcomes for pupils, parents and staff.

#### **We can offer:**

- a vibrant learning community with enthusiastic and engaging children
- a positive and caring ethos
- a team of hardworking, dedicated and friendly staff where everyone is valued
- a supportive and effective governing body
- a clear commitment to continuing professional development and an investment in future career development

#### **The successful candidate will have:**

- Experience working with parents/carers and families.
- Experience managing behaviour and wellbeing with children
- Excellent interpersonal and communication skills.
- Experience of safeguarding children.
- High quality report writing and recording skills.
- An ability to work on their own initiative and be self-motivated.

#### **Deadline: 25<sup>th</sup> March 2020**

Shortlisting will take place 26/03/2020 with interviews taking place 02/04/2020

#### **How to apply:**

Application packs can be downloaded from the website.

Letters of application should be no more than two sides of A4 and should be returned with application forms to [karen.oliver@diamondhalljuniors.co.uk](mailto:karen.oliver@diamondhalljuniors.co.uk) or by post to Mrs Karen Oliver, Diamond Hall Junior Academy, Well Street, Sunderland, Tyne & Wear SR4 6JF.

# Job description

## Post title:

Wellbeing and Pastoral Support

## Responsible to:

Headteacher

## Job purpose:

- To deal with attendance, behavioural, pastoral and welfare issues.
- To support and work with pupils and families to maximize learning for individual pupils.
- To contribute to the development of a whole school approach to overcome obstacles to learning and improve pupil participation in learning and whole school life.

## Duties and responsibilities:

### Welfare and Behaviour

- To promote positive behaviour throughout school
- To undertake investigations into reported misbehaviour/incidents and implement sanctions according to school policy
- To maintain accurate records by recording information on school systems
- To support the re-integration of pupils on return to school from exclusion
- To deal with incidents throughout the day as necessary
- To contribute to the recording, investigation and monitoring of bullying
- To develop positive relationships with parents, liaising with parents regarding disciplinary/health/welfare issues
- To provide support for pupils identified as in danger of becoming disengaged from school for emotional, behavioural and attitudinal reasons;
- To keep up to date case studies of impact of procedures on welfare, progress and attainment.
- Develop and monitoring programmes that support pupils with negative attitudes to school, low self-esteem and poor social skills;
- To support colleagues to develop, implement and monitor Behaviour/Pastoral Care plans;
- Work in partnership with parents/carers to prevent the risk of continued social/emotional behavioural problems leading to exclusion;
- To establish appropriate support mechanisms for those identified pupils including home school links;
- Assist in the maintenance of educational progress through half termly pupil progress reports and reinforce attitudes and behaviour that are required by school;
- Work with teachers, pastoral staff and other professionals to draw up and implement plans for the support of individual pupils and groups;

- Working with families/carers of children in need of extra support to keep them informed of child's needs and progress and to secure positive family support and involvement;
- Establish a consistency of support for pupils and parents/carers and make regular contact to maintain this relationship;
- Ensure all pupils are able to take full advantage of the learning opportunities available to them;
- Maintaining appropriate case files/records and contributing to the collection of qualitative and quantitative information as required by the school;
- Having a knowledge and appreciation of the range of activities, organisations and individuals that can provide extra support and arranging these services for the pupils as appropriate;
- Investigate concerns raised by parents, children and teachers as agreed by the Headteacher;
- Liaising with colleagues and sharing good practice;
- Liaising with other strategies, both national and local to support individuals;
- Working with outside agencies to develop, implementing and monitor personalised learning packages for pupils;

### **Management of Academic Performance**

- To mentor, counsel and support pupils as appropriate
- To be aware of and undertake activities, to assist in monitoring the academic progress and personal, social and emotional needs of pupils
- To contribute to the school's strategy to improve the attendance and punctuality of pupils in receipt of free school meals

### **Attendance**

- To complete preparatory work for the Trust welfare officer.
- To prepare data as required for monitoring purposes each half term, term, mid-year and end of year.
- Working with pupils and their families in addressing absence issues;
- Working with pupils and their families in promoting high standards of punctuality and attendance;
- Working in partnership with other agencies to reduce persistent absence and children missing education in order to promote safeguarding of pupils;
- Supporting the Headteacher and other relevant senior staff in establishing overall attendance targets, focussing on individual persistent absentees and monitoring outcomes for pupils;
- Developing programmes that include setting targets for individual pupils in areas of attendance, punctuality, achievement and behaviour.

### **General Requirements**

- Attend and participate in training and development courses as required;
- Attending meetings, liaising and communicating with colleagues in the school, outside agencies and other relevant bodies;
- Being an effective role model for the standards of behaviour expected of pupils;

- Having due regard to confidentiality, child protection procedures, health and safety, other statutory requirements and the policies of Diamond Hall Junior Academy and North East Learning Trust.

### **Professional Values and Practice**

- Having high expectations of all pupils, respecting their social, cultural, linguistic, religious and ethnic backgrounds and being committed to raising their educational achievement;
- Treating pupils consistently with respect and consideration, and being concerned with their development as learners;
- In line with the Academy and Trust policies and procedures, using behaviour management strategies which contribute to purposeful learning environment;
- Working collaboratively with colleagues as part of a professional team, and carrying out roles effectively, knowing when to seek help and advice from colleagues;
- Reflecting upon and knowing when to improve personal practice;
- Working within Academy and Trust policies and procedures and being aware of legislation relevant to personal role and responsibility in the Academy;
- Recognising equal opportunities issues as they arise in the Academy and responding effectively, following Academy and Trust policies and procedures;
- Building and maintaining successful relationships with pupils, parents/carers and staff.

The above list of duties is extensive but not exhaustive and may not identify each individual task which may reasonably be requested of the post holder. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description is current at the time of post, but, in consultation with you, may be changed by the head of school to reflect or anticipate changes in the job commensurate with the grade and job title.

## Person specification

	Essential	Desirable
Education/training	<ul style="list-style-type: none"> <li>• Good level of literacy and numeracy</li> <li>• Understanding of child protection and safeguarding practice and legislation</li> <li>• Understanding of attendance procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Further professional development</li> <li>• Working in school with vulnerable groups</li> <li>• Health &amp; Safety</li> <li>• First Aid Certificate</li> <li>• Understanding of SEND procedures</li> <li>• DSL Training</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Working with vulnerable groups</li> <li>• Communicating to people at all levels</li> <li>• Safeguarding knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Working with families</li> <li>• Working with external professional services in a learning/pastoral setting</li> </ul>
Aptitude and skills	<ul style="list-style-type: none"> <li>• Supporting learning in tackling underachievement and barriers to learning</li> <li>• Supporting behaviour of pupils</li> <li>• To be able to interpret, interrogate and analyse data</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of mental health</li> <li>• Working on improving attendance</li> </ul>
Personal qualities	<ul style="list-style-type: none"> <li>• Work on own initiative</li> <li>• To be fully committed to equality of opportunity for children, staff, parents and members of the wider community</li> <li>• To have high expectations</li> <li>• Ability and willingness to work as a member of a team</li> <li>• Ability to work effectively with all staff</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to maintain enthusiasm when dealing with routine work</li> <li>• To have a sense of humour</li> </ul>



### **References:**

Any relevant issues arising from references will be taken up at interview.

### **DBS and pre-occupational health:**

The North East Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

An enhanced DBS check and pre-occupational health check are an essential part of the selection and recruitment process.

### **Equal opportunities:**

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community.

Applications with disabilities will be granted an interview if the essential job criteria are met.