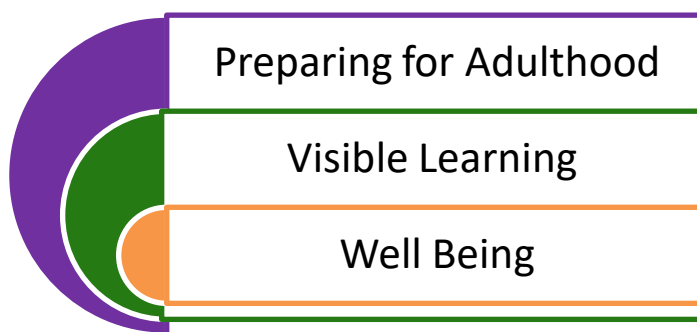


**Stormont House School**  
**Pastoral Support Team Member**  
**Job Description/Person Specification**  
**Salary scale 5 (Term time only)**  
**£27,365 - £28,649 (Actual salary)**  
**36hrs per week**

**Our Vision**

Achievement for all in a unique world-class school

**Whole School Priorities**



**This Job Description and Person Specification should be read in association with all other recruitment information.**

**Purpose of the Role**

To ensure students have access to interventions that support better emotional self-regulation, conflict resolution and restoration so minimising interruption to learning and supporting student readiness for learning.

**General Duties and Responsibilities:**

- To work positively with people of diverse backgrounds, characteristics and experiences to achieve the School Vision of 'Achievement for all in a unique, world-class school'.
- In consultation with the PST Lead, deliver appropriate interventions including evaluating the effectiveness of such interventions.
- To keep accurate logs on Synergy which relate to student intervention and routine monitoring of vulnerable students / groups.

- To support attendance and punctuality for targeted students including appropriate interventions in consultation with the PST Lead
- To carry out and complete administrative duties alongside office staff as are relevant to the role.
- To support student engagement in less structured parts of the school day (e.g. play), encouraging and developing positive interactions between students.
- To respond appropriately to incidents of behaviour in keeping with the schools Behaviour Policy and guidance and ensure accurate records are kept on Synergy.
- To carry out home visits to provide consistent support for those students struggling to cope.
- To actively strive to provide equality of opportunity for all students.
- To ensure that children are well safeguarded, supported and guided in their personal development and academic progress.

### **Students**

- To develop a mentoring relationship with students needing support, with the aim of contributing to achieving goals and outcomes identified in student Education Health Care Plans.
- To provide information and advice to students to enable students to make choices about their own learning, behaviour and/or attendance and become more resilient individuals.
- Be responsive to issues as they arise and be sufficiently knowledgeable of students and their presentation in order to be proactive in intervening including de-escalation strategies and positive handling techniques if necessary.

### **Communication**

- To liaise closely with the PST Lead and form tutors in order to share information and ensure targets and plans are coordinated and joined up.
- To collaborate with school staff to develop clear action plans and ensure they are being implemented in school.
- To attend meetings with parents and other agencies to establish positive relationships and ensure effective support and strategies are identified and implemented.

### **We take safeguarding children seriously**

As part of the shortlisting process, we will carry out an online search (including social media) on all applicants. Employment is not confirmed until a reference from your current/most recent Headteacher and enhanced clearance from the Disclosure and Barring Scheme (DBS) are received.

### **Line Manager: Senior leadership Team member**

At a time of rapid educational change, job descriptions cannot be prescriptive. It may be that some alteration is necessary as circumstances dictate, and as new needs arise. To avoid 'drift', the particulars of Job descriptions should be reviewed annually as part of the appraisal/performance management process.

**SELECTION CRITERIA for the post (E-Essential, D-Desirable)**

1.	NVQ Level 2 or equivalent experience	E
2.	The ability to ensure effective delivery of a variety of pastoral interventions for learners with SEN	E
3.	The ability to work within a team	E
4.	An ability to share information through both written, online and verbal communication with the wider school team.	E
5.	Knowledge and experience of students' special educational needs, including SEMH and other difficulties which may negatively impact upon their ability to self-regulate	E
6.	Knowledge and experience of SEND Code of practice including school systems such as the Annual Review process and working with parents and other agencies	D
7.	The ability to combine professional expertise with the necessary emotional resilience to ensure effective pastoral care and understanding	E
8.	Experience and understanding of Restorative Approaches in Schools	D
9.	Training or willingness to undertake training in Positive Handling techniques	E
10.	To pro-actively ensure that Equalities and Diversity policies are implemented throughout intervention planning/delivery and pastoral work.	E
11.	Evidence of active commitment to ensuring that all children are well safeguarded, supported and guided in both their personal development and academic progress.	E
12.	To work positively with people of diverse backgrounds, characteristics and experiences to achieve the School Vision of 'Achievement for all in a unique, world-class school'.	E