

Information about the Pastoral Support Team Member position

Who are we?

A four-times outstanding special school whose vision is

Achievement for all in a unique world-class school

that

- intends to be the best in the world at what we do
- provides staff whose practice is already good or better with the opportunity to become excellent
- is respected locally and nationally in the education and creative sectors
- believes our pupils deserve the very best from us
- has a high-quality and well-resourced modern building / work environment

What does the job involve?

- Using your skills as part of a team to improve student wellbeing and capacity to learn by developing their ability to emotionally self-regulate and create positive relationships
- Working with students in being able to reflect on their own and others' actions and feelings when things have gone wrong.
- Developing a thorough understanding of individual students' special educational needs and how to engage with them in the reflect, repair, and reconnect process.
- Being proactive in intervening when students may become heightened, using appropriate de-escalation strategies and positive handling techniques if necessary.
- Building positive pastoral relationships with students to help guide their personal development
- Putting your passion and skills to work as part of a great staff team; learning new skills and approaches, and perhaps rediscovering old ones

What will I be directly responsible for?

- Working closely with the Pastoral Support Team Lead, other PST members, teachers, and support staff to ensure we have a thorough and accurate understanding of students' strengths and weaknesses through grounded assessment processes in order to shape future teaching

Who are you?

Our school community is richly diverse; understanding, celebrating, and capitalising on that is essential to the success of our school. We encourage applications from all sections of the community and have made a public commitment to Equality and Diversity.

We are seeking to recruit pastoral support team members with commitment, enthusiasm, flexibility and considerable resilience! Energy and a good sense of humour will help too! Applicants are expected to have good literacy and numeracy skills along with a good understanding of how children learn and be able to form strong relationships with pupils, parents and colleagues.

Passionate about the difference schools can make to young people's ability to learn, create, express

themselves and become active global citizens.

You will need to be (very) patient, calm, resourceful, and will understand the need to challenge and promote positive wellbeing, resilience and behaviors.

An outstanding member of support staff with a track record you can speak about.

You're likely to have recent and relevant experience, including how to respond calmly to students struggling to regulate their own behaviors.

Committed to keeping children safe through learning how to avoid/ minimise risks.

A self-starting team player with much to offer while still ready to learn.

Clear on your views about the importance of high-quality teaching and learning for learners with SEN, and how to provide this.

Clearer still on what you have to offer us that can move us closer to our school vision.

Who are the students?

Our students

- are fantastic, though not an 'easy ride' in any sense
- usually come from mainstream primary school at age 11 as a large secondary school just wouldn't work for them
- usually remain here until age 16 or 17 before going onto mainstream local colleges or training
- have a wide range of Learning; Speech, Language & Communication and Emotional Needs
- have many strengths and talents to discover, as well as difficulties, achieving up to GCSE/BTEC levels
- make great strides with their personal, social and academic development during their time here

What else do you need to know?

- Our staff have a mixture of primary, secondary, special, AP and FE experience; there is a great sharing of expertise amongst staff.
- Our students tell us that the qualities they value in adults are patience, kindness, being a good listener and having a good sense of humour. (Other qualities are 'cool' 'able to play football' and 'ability to skip' but we won't hold you to that!)
- There are 30 lessons per week, including assembly.
- There are 2 classes per year group, each with 11-12 students
- We highly value continuing professional development therefore attendance at afterschool CPD until is built into the 36 hours per week
- We are a lead school in the Hackney Teaching School Alliance where we work alongside 11 primaries, 3 secondary, a nursery and alternative provision. Developing our impact on teacher training and CPD beyond our school is a priority for the coming years.
- We are a National Support School and support the development of educational leadership, teaching & learning as far away as Suffolk and Wolverhampton.
- Although they make great strides with their personal, social and academic development here, most students will still have considerable difficulties with their learning when they are in KS4.
- 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.

What do I do next?

We'd very strongly encourage you to join an informal discussion online before you apply to help you get a sense of the school and team you'd be working with and to ask any questions you may have.

Please contact Kitty Kaur via recruitment@stormonthouse.hackney.sch.uk or (020) 8985 4245 to receive a link.

Informal online meetings to ask questions on: Thursday 1 February and Wednesday 5 February 2024 at 4pm.

Completed application forms should be emailed to recruitment@stormonthouse.hackney.sch.uk

Deadline for Applications: Monday 19 February 2024

Interviews will be take place on: Thursday 29 February 2024