

Pastoral Care Worker

Job Description

Introduction

As part of a specialist team, Pastoral Care Workers play an important role in helping to create a stimulating, safe and structured environment for pupils with severe and complex social, emotional and mental health difficulties. In particular, Pastoral Care Workers provide an on-call service for pupils at times of crisis, proactively supporting pupils in their self-regulation to enable them to settle to learn. When pupils are regulated, Pastoral Care Workers support pupils' long-term development through the planning and delivery of interventions, coaching conversations and therapeutic activities.

Key Areas of Responsibility

- Use your specialist knowledge, skills and experience, including self-regulation and de-escalation strategies to support pupils with severe and complex SEMH difficulties at times of crisis and throughout the school day
- Use your judgement and creativity to plan and deliver interventions according to the needs of pupils and small pupil groups
- Develop 1:1 mentoring relationships with pupils using a range of therapeutic approaches, for example, person-centred therapy, systemic therapy and talk therapy
- Support pupils with consistent, unconditional positive regard, identifying and responding to their individual needs
- Model positive interaction and work co-operatively with others using and promoting a restorative approach across the school
- Use your considerable conciliatory skills to liaise sensitively and effectively with parents and carers as agreed with the teacher
- On occasions this role may require supervision of a class in the short term absence of teacher
- Complete required administration duties including, for example, monitoring and recording behavioural incidents

Decisions

Working under the guidance of senior staff within an agreed system of supervision, you will organise your own workload and make decisions about when specific duties should be carried out. At all times your priority will be responding to the needs of pupils in crisis and providing specialist support and guidance to other members of staff.

Specific decisions may include:

- The immediate and ongoing choice and implementation of Team-Teach and de-escalation strategies to support pupils with their regulation in accordance with school policies
- The design and content of planned and ad hoc interventions according to the needs of pupils and their social, emotional and mental health priorities
- The organisation and completion of administration tasks including accurately maintaining and updating pupil records
- Timely communication with parents and other agencies to promote strong collaborative working relationships

Resources – Financial & Equipment

This role involves limited responsibility for financial resources. It may occasionally involve handling small amounts of cash to support the delivery of school activities and the operation of the school's reward system.

Pastoral Care Workers will make regular use of the school's IT equipment and will be required to handle and process confidential information in line with school policies.

Work Environment

Work demands

- The post holder will be required to work extremely flexibly with periods of intense work-related pressure related to the conflicting needs of pupils at times of crisis
- The complex needs of pupils will place daily emotional demands on the post holder who will be required to demonstrate the school's four values: respect, perseverance, cooperation, responsibility

Physical demands

- The post holder will be required to undertake Team-Teach training and work within good practice guidelines using a range of positive handling strategies, gradual and graded, involved in holding, guiding and escorting children safely, from the least intrusive to more restrictive holds
- On some occasions this will involve ongoing physical effort as children are supported to co-regulate

Working conditions

- This job involves working in a special school environment, in classrooms, interventions spaces and throughout the school grounds
- The post holder may occasionally be asked to join pupils on off-site trips and visits or enrichment activities

Work context

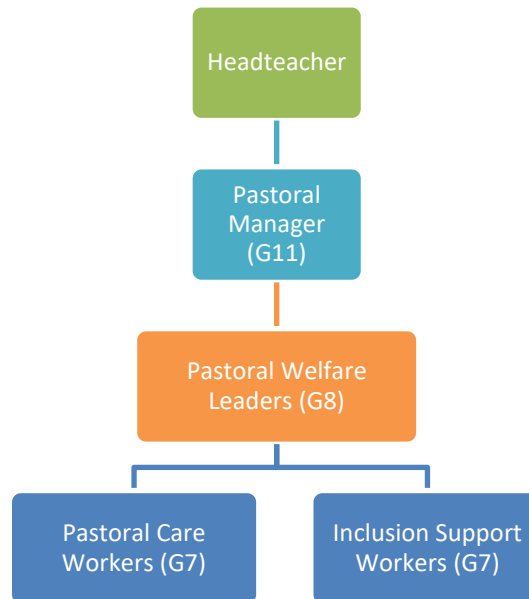
- Within a special school context, the post-holder will be working with vulnerable pupils at times of regulation and at times of stress
- Due to the social, emotional and mental health needs of pupils the post holder may be exposed to verbal and physical aggression, which may be distressing in nature
- All staff are supported by a range of skilled professionals to maintain their own health and well-being

RESPONSIBLE TO: Head teacher, Senior Leaders and Middle Leaders

RESPONSIBLE FOR: NA

Knowledge, experience and skills:	E/D
E = Essential D = Desirable *indicates shortlisting criterion	
<p>Experience</p> <ol style="list-style-type: none"> 1. A minimum of 2 years relevant experience in a school or similar setting 2. Experience of working with children and young people with special educational needs and/or social, emotional and mental health difficulties 3. Experience of using restorative practices 4. Experience of counselling skills/mentoring skills <p>Knowledge</p> <ol style="list-style-type: none"> 5. Understanding of pupils with social, emotional and mental health difficulties and SEN such as autism, ADHD, dyslexia and attachment difficulties 6. Knowledge of issues and needs that effect behaviour 7. Knowledge of behavioural and self-regulation interventions 8. Full understanding of the range of multi-agency support required and available to pupils 9. Full working knowledge of relevant safeguarding, equality and health and safety policies, codes of practice and legislation <p>Skills</p> <ol style="list-style-type: none"> 10. Ability to relate well to children and adults 11. Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these 12. Ability to develop personalised strategies to support reluctant learners to engage and achieve 13. Ability to use a range of strategies to support positive behaviour and self-regulation 14. Ability to use correct English in spoken and written communication 15. Ability to use of IT 16. Willingness and ability to undertake Team Teach training and work within "good practice" guidelines using a range of positive handling strategies, gradual and graded, involved in holding, guiding and escorting safety, from least intrusive to more restrictive holds 	<p>E*</p> <p>E*</p> <p>D</p> <p>D</p> <p>E*</p> <p>E*</p> <p>D</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E*</p> <p>E*</p> <p>E</p>
Qualifications:	
<ol style="list-style-type: none"> 1. GCSE English/Maths/ grade A to C or equivalent 2. Level 3 qualification 3. Level 4 qualification 4. Specific training in interventions/SEN/SEMH 5. Commitment to all CPD offered 	<p>E*</p> <p>E*</p> <p>D</p> <p>D</p> <p>E</p>

Position of job in organizational structure:



Behaviours and expectations:

All staff members are expected to adhere to and promote the school's code of conduct and demonstrate the school's four values: respect, perseverance, cooperation, responsibility.

General:

The post holder will be expected to undertake any other duties, commensurate within the grade, at the discretion of the Senior Leadership Team and develop and promote high standards of professional conduct throughout the school and the wider Trust community.

You will be expected to carry out your duties in line with the Academy's policies, procedures and relevant legislation. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing performance management and development through school communications.

As part of your wider duties and responsibilities you will be required to promote and actively support the school's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

The post holder must be willing to undertake an enhanced Criminal Records Bureau disclosure. **Please note that a conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.**

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Last updated: 01/04/2019