



### **Job Description**

<b>Job Title:</b>	<b>Pastoral Care Coordinator</b>
<b>Location:</b>	<b>Hamford Primary Academy</b>
<b>Hours of work:</b>	<b>30 hours per week, 39 weeks per year</b>
<b>Reports to:</b>	<b>Principal</b>

### **Purpose of the Role:**

The flexibility of the Pastoral Care Coordinator position means that it can be adapted to the needs of individual pupils across Hamford Primary Academy. The role will focus on pupils who will benefit most from the extra support in academic, pastoral or both areas.

Much of the role involves creating and maintaining cohesive and communicative relationships with pupils, teachers, parents and external agencies. Your challenge will be to blend academic and pastoral support by guiding underachieving pupils to overcoming personal issues which affect educational achievement.

Below are some of the duties you can expect to carry in the role of Pastoral Care Coordinator:

- Helping underperforming learners pinpoint issues which are creating barriers to learning
- Developing and implementing strategies, which maximise learning outcomes
- Identifying which pupils could benefit from extra support
- Working with families and outside agencies to construct a support network
- DSL Deputy responsibilities at Level 3
- Maintaining records on identified pupils attendance, punctuality and progress

### **Responsibilities:**

- To meet the needs of different groups of children represented in school, such as EAL, SEN, G&T and vulnerable children.

- To support and underpin safeguarding, pastoral care, discipline and guidance for the pupils in school, to encompass DSL Deputy responsibility at Level 3 - (training will be provided where necessary).
- To help organise and participate in educational visits for pupils to enrich the curriculum.
- To liaise with staff from other schools, outside agencies when required.
- To participate in the school's performance management arrangements as outlined in the policy.
- To attend staff meetings and INSET days.
- To provide annual written reports for parents and consult with them at the termly parents /teacher meetings.
- To contribute to sending out regular information to parents regarding classroom practice and or duties, e.g. newsletter, home school agreement, letters etc.
- To participate in the school's process of self-evaluation and continuous improvement.
- To undertake further training and professional development opportunities to keep up to date with best practice.
- To contribute to assemblies and such events.
- To carry out such additional duties as may be reasonable required by the Principal from time to time.

**Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Post holder may deal with sensitive material and should maintain confidentiality in all academy related matters.

## **Safeguarding**

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

### Person Specification

General heading	Detail	Essential requirements:	Desirable requirements:
<b>Qualifications</b>	Qualifications required for the role	<ul style="list-style-type: none"> <li>Recognised qualification in education, psychology, social care, youth work or sociology.</li> </ul>	<ul style="list-style-type: none"> <li>Degree in education, psychology, social care, youth work or sociology.</li> </ul>
<b>Knowledge/ Experience</b>	Specific knowledge/ experience required for the role	<ul style="list-style-type: none"> <li>At least 2 years minimum Pastoral Care experience in a school setting.</li> <li>Evidence of creating progressive pathways for enhancing pupil engagement and achievement.</li> <li>Experience and proven expertise in maintaining and keeping up to date records of children being supported.</li> <li>Level 2 Safeguarding as a minimum.</li> </ul>	<ul style="list-style-type: none"> <li>Strong knowledge and understanding of working with children from disadvantaged and / or medical needs backgrounds.</li> <li>Proven experience of mentoring pupils who face challenges within their school or home life.</li> <li>Proven experience of tracking pupils to accelerate their rate of progress.</li> <li>Level 3 Safeguarding.</li> </ul>
<b>Special Knowledge</b>		<ul style="list-style-type: none"> <li>Knowledge and experience of working with external agencies such as Social Services, Family Solutions etc.</li> <li>Sound knowledge and understanding of attendance measures and experience in implementing initiatives to raise pupil presence and engagement within school.</li> <li>Confident in working with and supporting children with behavioural needs.</li> <li>Working knowledge of the faith communities of the children attending the Academy.</li> </ul>	<ul style="list-style-type: none"> <li>Strong knowledge of primary curriculum across all phase groups</li> <li>Skills with information technology.</li> <li>An interest in drama, circle time, D &amp; T, the creative arts.</li> <li>Improving Schools Programme (ISP)</li> </ul>

		<ul style="list-style-type: none"> <li>• Safeguarding and child protection procedures.</li> </ul>	
<b>Skills</b>	Abilities	<ul style="list-style-type: none"> <li>• Good organisational and behaviour management skills.</li> <li>• Ability to match mentoring and support strategies to different learning styles to engage all pupils</li> <li>• Good written and oral communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to analyse pupil progress data and use it to plan intervention strategies to close gaps in pupil progress</li> </ul>
<b>Personal Characteristics</b>	Behaviours	<ul style="list-style-type: none"> <li>• Conscientious, reliable, flexible, good inter-personal skills with both adults and children. Self-motivated, understand the importance of self-evaluation and professional accountability.</li> <li>• Willingness to participate fully in school life. Good team player.</li> <li>• Calm and able to deal with competing demands on time managing stress levels</li> <li>• Able to form good relationships with parents from black and minority ethnic communities</li> </ul>	<ul style="list-style-type: none"> <li>• Able to support and inspire others - adults and children</li> </ul>
<b>Special Requirements</b>		<ul style="list-style-type: none"> <li>• To be physically and mentally able to meet the demands of supporting children and mentally equipped to withstand the pressures of the post.</li> <li>• Satisfactory enhanced DBS check</li> <li>• Be willing to undertake some out of school hours working e.g. after school clubs.</li> <li>• Commitment to taking part in continual professional development.</li> </ul>	