



Pastoral Support Assistant Application Pack

Pastoral Support Assistant

37.5 hours per week, 37 weeks per annum

Salary: £19,247 - £20,910 pro rata (actual salary £15,685 - £17,036)

We have an exciting opportunity for a committed and enthusiastic individual to provide pastoral support to students and their parents. Supporting the Head of Upper/Lower School, the successful candidate will promote and improve student behaviour, attendance and punctuality, and wellbeing. They will also contribute to providing a high level of pastoral care that supports student progress and attainment. The option to act as Cover Supervisor, assisting with managing daily cover requirements when required would be a distinct advantage.

We are part of the Seckford Education Trust, a MAT with five established schools in Suffolk. There are three secondary schools (SET Saxmundham, SET Beccles and SET Ixworth) and in July 2019, SET Causton Junior School and SET Maidstone Infant School joined us. The Trust vision and ethos is to designed to develop a lifelong love of learning in all our students and to challenge them to achieve their potential. With us, you will be able to enhance the educational experiences of students at SET Ixworth School.

Closing date: 9.00am on Monday 20 April 2020.

Interviews: please note that interviews in the first instance are likely to take place via Zoom Video Conferencing.

We reserve the right to appoint prior to the closing date so please submit your application early to avoid disappointment.

For more information about the School, the role and to download an application form, please visit our website: <https://www.seckfordeducation.org.uk/jobs/>

Please return your completed application form by email to hr@seckford-foundation.org.uk.

The Seckford Education Trust is committed to safeguarding and promoting the welfare of children and young people and successful candidates will be subject to an enhanced check from the Disclosure and Barring Service (DBS).

Introduction From The Head

Here at SET Ixworth School we believe in each and every child. We are an ambitious and yet small and caring school with big opportunities in mind for those who join us.

Our motto is 'providing a foundation for life'.

Striving for excellence underpins everything we do and we aim to give our students an appetite for excellence in all that they do, equipping them with a set of lifelong skills which will enable them to succeed.

We want our students to enjoy their school life, and be inspired to be inquisitive in their lessons whilst providing each of them with an academic challenge that enables them to realise their potential. We offer a curriculum that enables them to flourish academically and lays foundations for successful progression into post-16 education, training or employment.

We strive to teach them that learning yields a multitude of rewards if it is approached with rigor and enthusiasm. This is cultivated by an approach to learning that is student-centred and set in a stimulating environment.

As important as academic success is, our aim is to develop the whole person through a range of clubs and activities which enrich the daily experiences of our students.

Added to this is our commitment to build a supportive community that encourages a sense of social responsibility and develops within them a desire to become global citizens. Full details on our curriculum and our enrichment activities are available on our website.

At the heart of our success will be a strong and positive partnership between parents/carers, students, teachers and wider friends of the school. Our '6Cs to Success' underpin how we expect every member of our School community to approach learning and behaviour. To facilitate excellent communication we encourage open dialogue between home and School. To read more about our vision and ethos, please visit: <http://www.ixworthschool.org.uk/us/vision-ethos/>.

I hope this provides you with some insight into the life of our School and the founding Trust-wide principles from which we work; yet it cannot truly reflect all that we have to offer. If you like what you read do come and visit us. We look forward to offering you a warm Ixworth welcome. In the meantime, I thank you for your interest in our School and I look forward to receiving your application.

Mark Barrow
Executive Headteacher



The Role

Job Title: Pastoral Support Assistant

Salary: £24,382 - £40,536

Job Purpose

To work under the guidance and in support of the Head of Upper/ Lower School or Pastoral Support Officer to promote and improve student behaviour, attendance and punctuality, and well-being and contribute to providing a high level of pastoral care that supports student progress and attainment.

Key Responsibilities:

Supporting Behaviour

Support the Head of Upper School/Lower School or Pastoral Support Officer and Tutors in ensuring that the school's Behaviour Management and Rewards Policies are applied consistently to all students including;

- Deal with day to day student pastoral issues by carrying out the initial investigation, including taking witness statements where appropriate and providing emotional and practical support including basic counselling;
- Ensure that full and accurate student records are maintained including behaviour, rewards and sanctions;
- Seek guidance and refer more serious incidents to the Head of Upper School/Lower School or Pastoral Support Officer with all relevant information and support as necessary;
- Liaise with the Head of Upper School/Lower School or Pastoral Support Officer to identify vulnerable students in need of pastoral intervention and provide support as appropriate;
- Be visible around the school to identify and intervene to prevent potential pastoral issues; challenge non adherence to uniform policy and other behaviour standards.

Supporting Attendance

- Support the Head of Upper School/Lower School or Pastoral Support Officer, Tutors and other relevant external agencies in promoting student attendance to meet school targets for attendance, persistent absenteeism and lateness as required including;
- Support the identification of those students who need extra help to overcome barriers to attending school/ lessons;
- Maintain accurate student records on punctuality and attendance and provide information and reports as required;
- Liaise with school office understand attendance issues day to day and liaise with key staff on matters of concern with regard to attendance and punctuality;
- Be visible around the school to encourage student attendance at all lessons; pre-empt potential issues e.g. awareness of students timetable and where they should be.



The Role (Cont.)

General/ Pastoral Support

- Be the first point of contact for parents on behalf of Head of Upper School/Lower School or Pastoral Support Officer and support them in ensuring effective communications with parents;
- Participate in meetings with students, parents and third parties in support of Head of Upper School/Lower School or Pastoral Support Officer;
- Maintain all relevant pastoral paperwork and carry out all associated administrative tasks including correspondence, reports and record keeping;
- Update and maintain displays and information on the Pastoral notice boards, celebrating individual group successes;
- Attend Pastoral meetings and School Council/Leadership Team meetings on occasion;
- To gather feedback and ideas from pupils that helps to improve procedures and practice, e.g. through surveys and similar;
- To provide support to Pupil Services as required;
- Co-ordinate information received or required about students and liaise with internal and external agencies as appropriate;
- Follow up Ensure that Child Protection matters are passed to the Named Person in accordance with statutory school policy;
- Support the monitoring of student progress and interventions;
- Support with transition arrangements for students joining/leaving the Trust;
- Undertake any other duties as may be reasonably requested within the nature of this role and the level of responsibility.

General Responsibilities

Health and safety

You have a legal duty to take reasonable care of your own health and safety and that of others and you are expected to be familiar with, and adhere to Seckford Education Trust's Health and Safety Policy.

Child Protection/vulnerable adults statement

Seckford Education Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. You will be expected to support this approach in the context of your role and to adhere to and ensure compliance with the Trust's Child Protection Policy Statement at all times. If in the course of carrying out your duties you become aware of any actual or potential risks to the safety or welfare of children in the school you must report any concerns to the appropriate Safeguarding Lead or to the Headteacher.

Brand values

Ensure your work, communication and approach conforms to the brand values and house style of the Trust and the wider Seckford Foundation.

Keep up to date, and comply with the Trust's Rules, Policies and Procedures at all times, as detailed on the School Intranet.

The Person

	Essential	Desirable
Qualifications and Experience	<ul style="list-style-type: none"> • Educated to GCSE level (min 5 at Grade C in English and Maths); • Some experience of working with young people (age 11 to 16) or within schools, working with students and parents; • Experience of day to day use of Microsoft Office (including Word and Excel) and other IT applications; • Working successfully as part of a team which plans workload and has to respond to situations which arise; • Relevant administrative experience. 	<ul style="list-style-type: none"> • Relevant professional qualification or other accreditation; • Experience of dealing with relevant pastoral issues; • Understanding of potential barriers to learning and attending school faced by young people.
Skills and Attributes	<ul style="list-style-type: none"> • Interest in helping young people to develop positive behaviours and improve learning; • Good communication skills to influence, persuade and motivate a wide range of young people and their families; • Good interpersonal skills; able to maintain positive working relationships with students, their families, colleagues and other professionals; • Willing and able to use initiative and take action; able to judge when to escalate issues; • Able to provide feedback to students and encourage them to take responsibility for their learning and behaviour; • Strong administrative skills, with accuracy and attention to detail; • Excellent organisational skills with the ability to prioritise and manage own workload and work to deadlines; • Ability to write detailed reports, keep notes and draft letters; • Strong ICT skills; able to (learn to) analyse and interpret data. 	

The Person (Cont.)

Essential

Desirable

Personal Qualities

- Team player; ability to make a proactive contribution to the work of the team in supporting students, parents and carers;
- Warm and empathetic; Ability to work with parents, carers and third parties to improve support for students;
- Diplomatic and discreet with high standards of honesty and integrity;
- Confident, resilient and calm under pressure;
- Flexible, pragmatic and adaptable;
- Proactive; able to use initiative;
- Resourceful and self-sufficient.

Safeguarding

- Evidence of a commitment to promoting the health, welfare and safeguarding of children.



Trust Vision and Values

Vision

We believe in each and every young person.

We will play our part in your success in the relay of life.

So join us and take up the baton.

You might run.

You might walk.

You might stumble and fall.

Whatever you do we will empower you to enjoy running your best race.

We believe in each and every young person, providing a foundation for life, so that you will proudly pass the baton to the next generation.

Values

Striving for Excellence

Is it a Rolls Royce or the Lego car that Peter aged 3 made? A Rembrandt or Maria's first finger painting that is now displayed on grandmother's fridge? Is it a Gold medal at the Olympics or Jamie beating his personal best?

It's all of these: using our talents and abilities in the best possible way; always trying to be better, guiding others to success. We know that excellence is never an accident; it is an attitude.

Collaboration

Alone we can do so little, together we can do so much.

Flowers will grow.

Bees will work.

Wind will carry.

Each works well on their own. But it's the whole that is greater than the sum of the parts.

Together they create new crops, beautiful flowers and sweet tasting honey. But they do more than that. They sustain life.

We are like the wind, bees and flowers. We too provide the foundation for life. We create the pollination of success through the power of collaboration.

Integrity

As the sun rises I wake up and I am faced with options and my choices affect how I feel about myself at the end of the day. I strive to have strength of character to speak out for others making a decision to stand by what is right. When I know one of my colleagues has not got the confidence to speak up I will stand by their side. When I see someone in class that no-one will work with I will work with them. I will treat others fairly and with kindness even when I feel the world is against me. Every choice I make will work towards supporting and strengthening the values of our community.

As the sun sets I will know that at the end of the day I can look back proudly, knowing I have been honest and stood by my principles. I acted with integrity.

Trust Vision and Values

Determination

We all have dreams.

We all have goals.

Jesse Owen's goal was to win an Olympic gold medal.

Imagine a divided America, where challenges and barriers were common place.

This is where Jesse Owens began to work towards his goal.

He was not allowed to travel on the bus alongside his white team mates, but yet he continued.

It was unsafe for Owens to eat in the diners, but yet he continued.

Owens carried injuries and was excluded from the team hotels, but yet he continued.

In 1936, in front of Hitler, Jesse Owens' determination was rewarded with not one, but four Olympic gold medals.

Our strength in falling back is our strength to leap forward.

Empowering

'Let go!'

'....I already have.'

I will provide my child with the tools and confidence to cycle through their journey of life, supported in facing new adventures and challenges. Not everything to be experienced comes with instructions, but with strength in failure we can grow in success.

Starting with the stabilisers, the shout 'I can't.' My reply, 'Yes you can!' The stabilisers are removed and I steady the back of the bike running along-side. The new shout of 'Let go!' My response, 'I already have.'

Apply this to our Trust; for every time a student says 'I can't do it', we will reply 'Yes, you can. You just can't do it yet.' Empowering them and remembering that 'It always seems impossible until it is done.' – Nelson Mandela.



Information For Candidates

Applications will only be accepted from candidates completing the application form in full. CV's will not be accepted in substitution for completed application forms in the absence of good reason, although you may refer to the CV in the relevant section of the application form.

Interviews will be offered to those applicants who best demonstrate how:

- Skills, abilities and experience match the person specification for the job description, and;
- You evidence your commitment to the needs of the role and the Trust.

Any questions?

If you would like an informal discussion about any aspect of the role, or if you would like to arrange a visit please contact the HR Department on 01394 615167.

Applying

If you decide to apply for the position please return your completed application form (which can be found on <https://www.seckfordeducation.org.uk/jobs/>) and a formal letter of application by:

Email (preferable) to: hr@seckford-foundation.org.uk

Post to: HR Department, Seckford Education Trust, Marryott House, Burkitt Road, Woodbridge, Suffolk IP12 4JJ

All appointments are subject to the usual pre-employment checks to meet vetting and barring requirements. For more information about the application and vetting process please refer to the Explanatory Notes provided on the website.





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