



Pastoral Support Officer
Full-time, 38 weeks per annum
Application Pack

Pastoral Support Officer

Salary: £20,910 - £26,010 pro rata depending on skills and experience
(actual salary £17,502 - £21,770)

Full-time, 38 weeks per annum

SET Beccles School is part of the Seckford Education Trust, ranked in the top 16 of all MATs in the country in 2018. Beccles is a confident and happy place. Our students receive excellent pastoral care and support in a small school setting. Teaching Years 7-11, we are an ambitious, caring and inclusive school, one which believes in each and every student; seeing them as individual and unique with their own strengths and needs.

We have an exciting opportunity for a committed and enthusiastic individual to provide pastoral support to students and their parents. Working with the Pastoral Team, the Pastoral Support Assistant and Inclusion Leader, the successful candidate will promote and support the raising of attainment and well-being of individual students by contributing to a high level of pastoral support.

While previous pastoral experience will be an advantage, we would welcome applications from candidates who are capable of dealing with sensitive and confidential issues and have the ability to relate to young people, parents and staff and have the potential to develop in this role.

We will expect you to embrace our Trust values of: integrity; striving for excellence; collaboration; determination; and empowerment.

For more information about our School, and to apply for this vacancy please visit:
<https://www.seckfordeducation.org.uk/jobs/>

We encourage visits to our school. To arrange a visit during the school day, please call 01502 718850.

Closing date: 9.00am on Monday 20 April 2020.

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

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).

Welcome from the Executive Headteacher

Here at SET Beccles 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 rigour 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.beccleschool.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 Beccles 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 Officer

Salary: £20,910 - £26,010 dependent on experience, pro rata (actual salary £17,502 - £21,770)

Hours: Full-time, 38 weeks per annum

Accountable to: Assistant Headteacher (Pastoral)

Job Purpose

To work with the Pastoral Team and take a lead role 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; provide guidance and support to Pastoral Support Assistant where appropriate.

Key Responsibilities

- Act as an advocate for students and liaise with teaching staff to provide support to targeted students, to raise achievement and attendance;
- Supporting the identification of those students who need extra help to overcome barriers to learning inside and outside school;
- To develop a 1:1 relationship with students requiring targeted support with the aim of addressing targets defined in an agreed action plan with the Inclusion Leader;
- Maintain regular contact with parents/carers of identified students to keep them informed of the student's needs and progress;
- Provide feedback to students about their progress and achievement;
- Encourage students to take responsibility for their own learning;
- Work alongside the admin lead on attendance to provide support for students who are unable to attend the Trust, which may include home visits;
- Work with others in Inclusion Teams across the School and Trust to contribute to plan and implement strategies to improve the behaviour, attendance and attainment of individual and targeted groups of students;
- Attend Early Help Plans when appropriate to enable support around a student and family, including collating accurate information, writing reports and representing the Trust;
- Represent the school at meetings with parents/carers and multi-agency meetings, when appropriate;
- Use information technology and administration to collate information and maintain records about individual students;
- Plan and deliver group and individual support sessions on topics such as self-harm, anger management, emotional resilience, effective parenting, study support;
- Support with transition arrangements for students entering or leaving the Trust;
- Be committed to improving personal practice through training and performance management;
- Undertake additional duties appropriate to the post as required;
- Support and deputise for Safeguarding Designated Officer (with a view to being trained to fulfil this role).

The Role (Cont.)

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 & Maths); • Good numeracy/literacy. 	<ul style="list-style-type: none"> • A level qualification or equivalent; • Relevant professional qualification or other accreditation.
Knowledge and Experience	<ul style="list-style-type: none"> • Experience of working with young people or within schools and working with students and parents dealing with attendance and/or pastoral issues; • Knowledge and understanding of the range of potential barriers to learning and attending school faced by children and young people; • Experience of, or interest in, helping young people to develop positive behaviours and improve learning; • Experience of interpreting, understanding and following systems, policies and procedures; • Experience of day to day use of Microsoft Office (including Word and Excel) and other IT applications; • Relevant administrative experience. 	<ul style="list-style-type: none"> • Experience of working in a student welfare/pastoral role; • Experience of providing planning and delivering group and individual support sessions; • Experience and understanding of how to overcome potential barriers to learning and attending school.
Skills and Abilities	<ul style="list-style-type: none"> • Excellent communication skills to influence, persuade and motivate a wide range of young people and their families; • Excellent interpersonal skills to proactively form and maintain positive working relationships; • Ability to empathise, using diplomacy and sensitivity in handling a wide range of situations; • Ability to make a proactive contribution to the work of the team in supporting students and encourage them to take responsibility for their learning and behaviour; 	

The Person (Cont.)

	Essential	Desirable
Skills and Abilities	<ul style="list-style-type: none"> • Ability to work independently; carry out duties with limited direction and supervision; • Willing and able to judge when to escalate issues; • Ability to write detailed reports, keep notes and draft letters; • Accuracy and attention to detail; • Excellent organisational skills; prioritise, manage own workload and work to deadlines. 	<ul style="list-style-type: none"> • Ability to (learn to) analyse and interpret data; • Willing and able to keep up-to-date with legislation/guidelines and techniques as they change and study/train for further skills and qualifications needed for the role; • Ability to take the lead and deputise for the pastoral leader where appropriate.
Skills and Abilities	<ul style="list-style-type: none"> • Team player; • Warm and empathetic; • Diplomatic and discreet; • Confident, resilient, calm under pressure; • High standards of honesty and integrity; • Flexible, pragmatic and adaptable; • Proactive; able to use initiative; • Resourceful and self-sufficient. 	
Safeguarding	<ul style="list-style-type: none"> • 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 (Cont.)

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

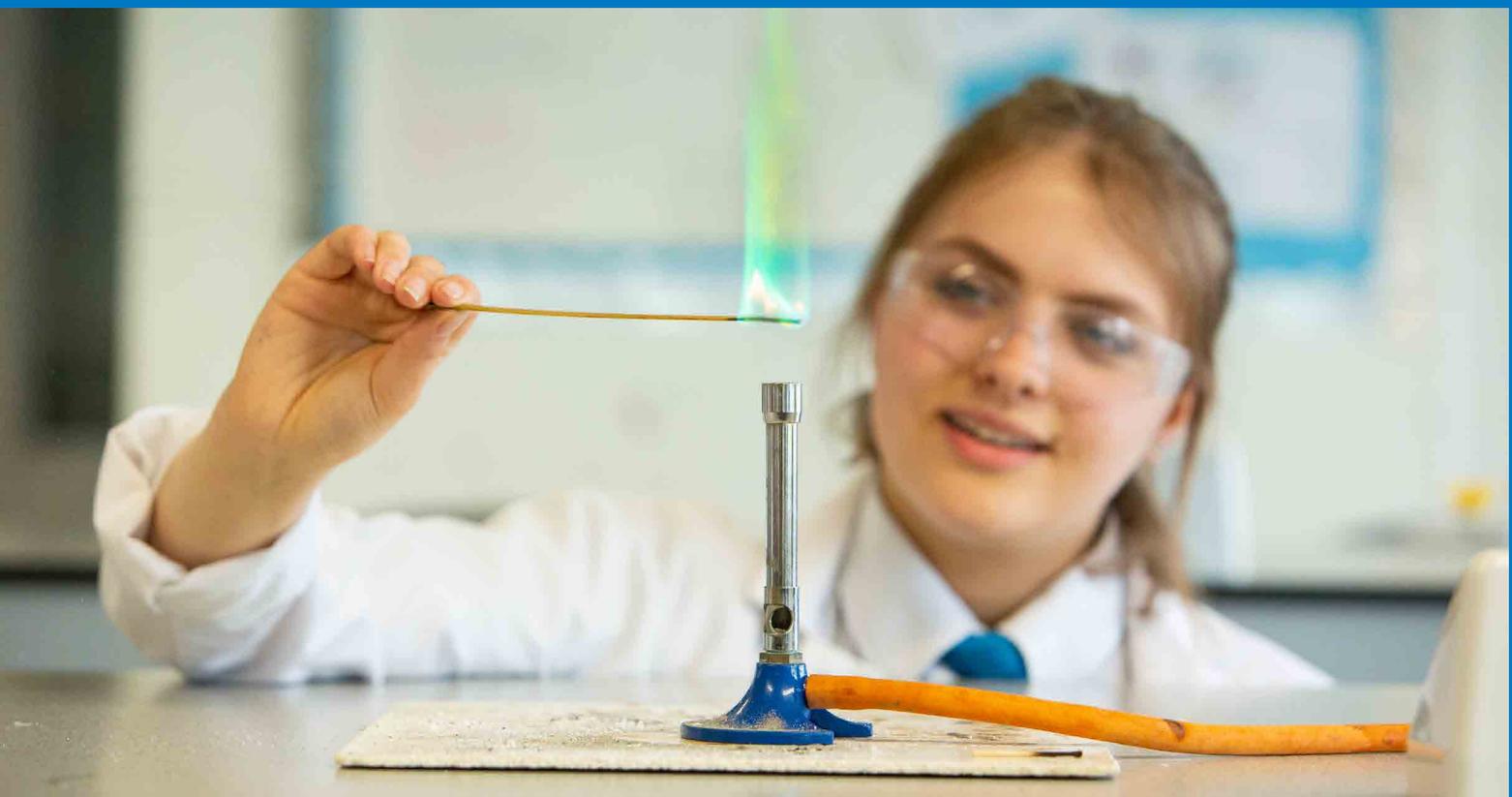
'Let go!'

'.....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.

Closing date for applications: 9.00am on Monday 20 April 2020.

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.

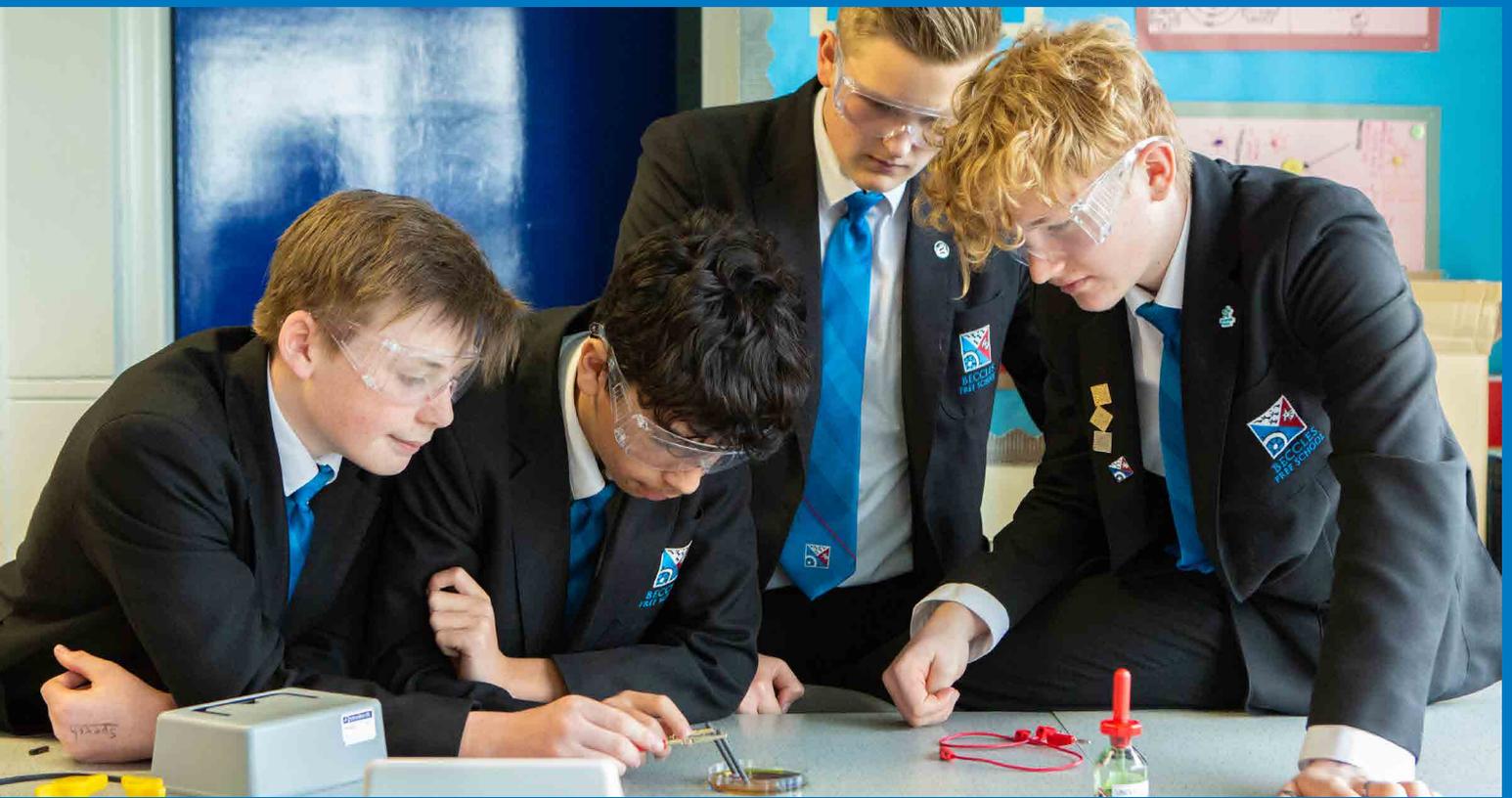
Applying

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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