

# JOB DESCRIPTION

## Pastoral Care Coordinator - Behaviour

<b>Reporting to:</b>	SENCo
<b>Salary:</b>	£32,224 - £35,591 per annum (TCES Salary Band 5)
<b>Location:</b>	TCES East London, E15
<b>Contract:</b>	Permanent, Term time only.

### Job Purpose

The Pastoral Care Coordinator works with all pupils but holds a specific complex caseload to coordinate and complete multi-disciplinary assessments, undertake family work where required, work individually with some pupils, coordinate with Social Care and oversee induction of new pupils.

Under the guidance of the Senior Leadership Team, the Pastoral Care Coordinator is responsible for the day-to-day delivery of the Inclusion Model in school (Group Work, Focused Assemblies, Nurture, and Relationship Mentoring) to facilitate a cohesive, nurturing and productive learning environment for pupils.

### Main duties and responsibilities

Provide a link between families and the school, monitoring and addressing issues regarding pupil attendance, punctuality and overall outcomes and ensure that a good line of communication is established with all partnership agencies and parents/carers.

Support Group Coordinators and Teachers to implement the Behaviour Toolkit & Behaviour Policy.

This includes utilising the strategies highlighted within these:

- To support and lead on training of Safety interventions and reviewing behaviour incidents.
- To support the school to implement Points and Rewards for positive behaviour, alongside supporting with appropriate use of sanctions. This includes the tracking and monitoring of these systems.
- To hold whole school interventions, including assemblies to promote positive behaviour for learning within the school/service.

Ensure robust school procedures are followed and escalated appropriately where a pupil is not attending, or attendance falls below 80%, in line with the Attendance Toolkit.

Have specific responsibility for the promotion of good pastoral care for all pupils, including school-wide delivery and pupil development in Spiritual, Moral, Social, Cultural (SMSC) and British Values.

Plan regular whole school events and themed weeks linked to SMSC topics, coordinating and

gathering evidence of learning by pupils. This includes supporting TCES-wide events inclusive of all schools and services (e.g. Cultural Week).

Ensure the completion of Pathway Plans, Positive Handling Plans and Behaviour Contracts are in place for each pupil, identifying which elements of the pupils' learning needs targeting and how this can be highlighted for input from the Clinical and Inclusion team.

Liaise with the SENCo to develop Pupil Integration & Induction Plans for all pupils coming into school for the first time and support the Senior Leadership Team (SLT) in collating, analysing and reporting on all data related to pupils, including their educational history prior to their attendance at TCES.

Help to identify and hold a caseload of pupils who are failing to thrive in line with the Triangle of Interventions, in consultation with the Clinical and Inclusion team, TCES stakeholders, provide interventions following the TCES Provision Map, including one to one and small group support to address the defined need; organise and coordinate inter-agency meetings and pupil support meetings, when required.

Have an oversight of young people's files ensuring the information supplied by local authorities is up to date.

Ensure that every pupil is helped to understand the TCES Complaints Procedures and their right to remain safe and free from harm.

Identify possible issues for concern regarding a pupil's pastoral and academic progress through routine assessments and stringent monitoring of progress (Pathway Plan Review cycle); introduce strategies to overcome barriers to learning via a working partnership with their designated teaching staff.

Develop an ongoing liaison with a range of external agencies, as appropriate, such as Youth Offending Teams, Police, and other curriculum support areas; develop appropriate community links for individual pupils and support the development of a relevant vocational learning programme for all vulnerable group pupils.

Overall responsibility for the cohesive and productive running of the Student Council, Anti bullying council and Pupil Mentor Scheme to ensure both are an empowering and positive experience for pupils and that Genuine Pupil Voice and Participation is embedded as part of our Community Values.

Hold oversight of and manage the delivery of regular assemblies, as set by the school's weekly timetable.

Contribute towards the half termly written reports for all pupils and attend reviews for individual pupils.

Support the promotion of pupils' overall wellbeing and safety, in accordance with good practice and with the policies and procedures of TCES and Local Authorities (LAs).

Work to ensure that LAs are kept informed in any changes to the intervention and staffing provision for pupils in their boroughs.

Address the needs of the pupils by organising external agency visits where appropriate e.g., sexual health, contraception, youth crime, drug awareness.

Support other members of staff in the performance of pastoral care of pupils.

Advise and support colleagues in the application and development of good classroom and behaviour management strategies and the embedding of the Therapeutic Principles, emphasising both group and individual responsibility.

Ensure that any safeguarding concerns are reported promptly and accurately to the Designated Safeguarding Lead (or deputy) in accordance with TCES Safeguarding and Child Protection procedures.

Together with members of the SLT, facilitate and encourage a responsibility to, and ownership of group process and reflection by all group members.

Together with SLT and the Clinical Team coordinate the delivery of a high-quality reflective daily learning programme for pupils who have been allocated an internal refocus session to address specific behaviours of concern.

Produce regular attendance & behaviour data analysis reports providing context where appropriate.

***Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.***

***The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.***

# PERSON SPECIFICATION

## **Education and qualifications**

GCSE grade C (or equivalent) or above in Mathematics and English.

Relevant qualifications and certified training courses relating to Education / Social Work / Youth Work / Family Support / Community Development (D). \*

Recognised Social Work Qualification, e.g., CQSW, CSS, DipSW, Degree in Social Work, or equivalent (D)

*\*In order to progress within TCES' career pathway, the role incumbent will be required to undertake at least one of these qualifications if they do not already have one.*

## **Knowledge and experience**

Two years' minimum experience of working directly with families.

Have a working knowledge of best practice in supporting neurodiverse pupils.

Knowledge of child protection guidance and commitment to safeguarding pupils and staff.

Knowledge of the stages of child development.

Knowledge of current childcare and/or social care legislation.

Knowledge of existence and effects of social disadvantage and discrimination.

Knowledge and understanding of legislation and regulations relating to young people who are "looked after" by Local Authorities.

## **Skills and ability**

Utilise a range of appropriate therapeutic interventions with families and young people.

Excellent organisational skills including managing a caseload, time management, planning, report writing and target setting.

Ability to build strong working relationships with all staff and work well as part of a team.

Ability to work with a diverse range of families in a non-discriminatory and empowering way.

A high standard of interpersonal, literacy, communication skills – including observation, listening and empathy skills and the ability to effectively communicate with a wide range of people, including parents/carers, pupils, and professionals.

Hold very high expectations of yourself and others (behaviours etc), with the ability to reflect on own practice and to always seek self-improvement.

Resilient, committed, and a hard worker – able to keep going in the face of adversity and never giving up.

**Other**

Commitment to leading on safeguarding and promoting the welfare of young people.

Able to promote and celebrate diversity and equal opportunities.

Commitment to TCES Values.

D= Desirable

**February 2024**