



# Pastoral Support Level 4 Job Description & Person Specification

**EMMAUS**  
CATHOLIC MAC  
Our journey with Christ

### **Job Description for Pastoral Support Level 4**

**Grade:** Emmaus Catholic MAC Pay Scales  
Grade 7 (SCP 18-23)  
£24,982- £27,742 per annum FTE (term time only pro-rata)

**Line Manager:** Principal

#### **GENERAL PROFESSIONAL DUTIES AND RESPONSIBILITIES**

Level 4 staff work under an agreed system of guidance and management with a greater degree of autonomy. They complement the professional work of teachers and SENCO by taking responsibility for agreed learning activities. To be read in conjunction with Section 133 Regulations relating to specified work.

##### **Key Features:**

To be responsible for the management and development of a specialist area within the school and/ or line management responsibility for other classroom support staff. Under an agreed system of supervision, to take the lead within the school to address the needs of pupils who need particular help to overcome barriers to learning. To undertake PPA cover. To provide specialist skills and knowledge, at an advanced level, across a range of disciplines to support teaching staff in the development and education of children.

#### **SPECIFIC RESPONSIBILITIES**

##### **DUTY HOURS**

The postholder will be required to work 32.5 hours per week 8.30am – 3.30pm, 5 days per week, term time only + 5 training days per year.

#### **ADDITIONAL DUTIES AND RESPONSIBILITIES**

##### **Support for Pupils**

- Take a lead role in managing and delivering pastoral support to pupils.
- Complement the professional work of teachers and SENCO by taking responsibility for agreed learning activities under an agreed system of supervision.
- Assess the needs of pupils and use detailed knowledge and advanced specialist skills to support pupils' learning.
- Manage and supervise pupils excluded from and / or otherwise working to modified timetable
- Provide advice to pupils relating to their social, health, hygiene and emotional development needs.
- Undertake comprehensive assessments of pupils to determine those in need of particular help.
- Assist the teacher / SENCO with the development and implementation of individual education/behaviour/support/mentoring plans.
- Take a lead role in the provision of support for pupils with special needs.

- Establish productive working relationships with pupils, acting as a role model.
- Arrange and develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils individually or in small groups.
- Take a lead role in managing the speedy/effective transfer of pupils across phases and support the reintegration of those who have been absent.
- Provide information and advice to enable pupils to make choices about their own learning, behaviour, attendance and the consequences of their actions.
- Challenge and motivate pupils, promote and reinforce self esteem.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- Tracking and monitoring attendance, producing reports and policy, analysing attendance of all groups of pupils, sending letters to parents, meeting with parents, attendance clinic, home visits etc
- Monitoring behaviour and producing weekly reports and analysing trends. Establishing robust behaviour and nurture strategies.
- Working alongside DSL'S to review and update safeguarding policies in line with national and local authority policy. Working in partnership with DSL's for LA safeguarding audits both LA and MAC. Working closely with the COG and social services and other external agencies.
- Establish constructive relationships with carers/parents, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Take a lead role in the development, implementation and monitoring of systems relating to attendance and integration e.g. Registration, truancy, pastoral systems etc.
- Admin support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc, making phone calls, supporting pupils getting into school etc.
- Use specialist skills and training to support pupils with sensory and /or physical impairment e.g. assistance with the development of appropriate structured learning plans and the implementation of structured learning programme.
- Use specialist skills and training to support pupils with cognition and learning difficulties e.g. encouraging the pupils to engage with and benefit from the planned learning activity, including modifying the activities as agreed with a teacher / SENCO if the pupil is making slow progress.
- Use specialist skills and training to support bilingual/multilingual pupils and help them to access the curriculum
- Using specialist skills and training support the behaviour management of pupils with behavioural, emotional, and social development needs e.g. assist with the development of behaviour management strategies, monitor pupil's behaviour to recognise and reward progress in behaviour management, identify and respond to uncharacteristic behaviour patterns and incidents of challenging behaviour.
- Support the pupils throughout the day, including break and lunch where directed.

### **Support for Teaching and Learning**

- Manage liaison with feeder schools and other relevant bodies to gather pupil information.

- Support pupil's access to learning using appropriate strategies, resources, etc.
- Work with other staff, supported by the SENCO, including specialist staff and professional agencies in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupil responses and progress against action plans through observation and planned recording.
- Provide objective and accurate feedback and reports as required to other staff on pupil's achievement, progress and other matters ensuring the availability of appropriate evidence.
- Manage record keeping systems and processes.
- Take a lead role in the development and implementation of appropriate behaviour management strategies.
- Implement agreed learning/teaching programmes, adjusting activities according to pupil's responses/needs.
- Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

### **Support for the School**

- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, security, confidentiality and data protection. reporting all concerns to the Principal, in their absence an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos /work/aims of the school.
- Participate in training, other learning activities and performance development as required.
- Attend and participate in relevant meetings as required.
- Be aware of, and comply with the policies and procedures relating to safeguarding including Child Protection.
- Contribute to the overall ethos of the MAC and maintain positive, professional relationships with directors, staff, visitors and all other stakeholders.
- Be loyal to the mission of the school and pay due regard to the Catholic nature of the School/MAC.
- Operate with the utmost regard to confidentiality and not divulge sensitive information to third parties.
- To comply with the School/MAC Code of Conduct, regulations and policies.

It is the postholder's responsibility to carry out their duties in line with MAC policy on equality and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. The postholder should act as an exemplar on these issues and should identify and monitor training for their self and any employees for whom they are responsible.

The postholder must at all times carry out their responsibilities with due regard to the MAC policy, organisation and arrangements for Health and Safety at Work Act 1974.

The job description is not intended to be an exhaustive list of all duties and responsibilities that may be required.

The job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the postholder.

All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties in pursuance of raising pupil achievement. The MAC reserve the right to determine specific duties and tasks to reflect the changing needs of the school. This will be done without fundamentally changing the general character of the post or its level of responsibility.

Emmaus Catholic Multi Academy Company is an equal opportunities employer committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This position is, therefore, subject to an Enhanced Child Workforce Disclosure and Barring Service Check.



**Person Specification for Pastoral Support Level 4**

Task	Essential	Desirable
<b>Qualifications and Training</b>		
G.C.S.E's 4 and above in Maths & English	✓	
NVQ Level 3 Certificate in Supporting Teaching and Learning in Schools, or equivalent qualification in Childcare and Education.	✓	
Very good numeracy and literacy skills.	✓	
HLTA Status or able to meet HLTA standards		✓
Training and accreditation in relevant "specialist" areas beneficial to the school. E.g. a particular curriculum area or learning area e.g. science, maths, bi-lingual, SEN, behaviour.	✓	
<b>Knowledge and Experience</b>		
Demonstrable experience of working with or caring with children of a relevant age.	✓	
Full working knowledge of School policies and procedures relating to health and safety, behaviour, attendance, equal opportunities and child protection.	✓	
Working knowledge of national/foundation stage curriculum and other basic learning programmes/strategies.	✓	
Understanding of the principles of child development and learning processes.	✓	
Experience of supporting teaching staff in the development and education of pupils, including the provision of specialist skills and knowledge.	✓	
Experience of working with pupils with additional needs.	✓	
<b>Practical Skills</b>		

Listens well and communicates clearly and fluently with colleagues on a wide level.	✓	
Works effectively with a broad range of stakeholders and partners.	✓	
Relevant knowledge of first aid.	✓	
Demonstrate good numerical and verbal reasoning skills and literacy skills and have the ability to produce documentation to a high standard.	✓	
Ability to use relevant technology and able to demonstrate knowledge and use a wide range of ICT systems and solutions to support learning.	✓	
Committed to safeguarding and welfare of all pupils	✓	
<b>Personal Qualities and Attributes</b>		
Reliable	✓	
Trustworthy	✓	
Courteous	✓	
A Knowledge of Equality & Diversity issues.	✓	
Motivation to continually improve standards and achieve excellence	✓	
Genuine passion and belief in the potential of every student	✓	
Able to work constructively as part of a team with an understanding of classroom roles and responsibilities and own position within these.	✓	
Ability to relate well to children and adults.	✓	

Emmaus Catholic MAC is committed to safeguarding and promoting the welfare of children and young people.

This position is subject to an Enhanced Disclosure check under the Rehabilitation of Offenders Act 1974.

All applicants must be able to provide documentation to prove their right to work in the UK.