



## **JOB DESCRIPTION** for **PASTORAL SUPPORT OFFICER**

**S5 –SP 22-25: £22,512 - £24,510 (Actual salary -Term Time £19,252 - £20,961)**  
**35 hours per week**

### **CORE RESPONSIBILITIES**

- Attendance support for assigned year group.
- Behaviour support for assigned year group.
- Academic support for assigned year group.
- Support for the Head of Year in performing their role in relation to the above.
- Transport.
- Admissions during the year for assigned year group.

### **LINE MANAGER**

The postholder is line managed directly by the Head of Year for the year they are allocated.

### **ASSOCIATED DUTIES AND ACTIVITIES**

#### **1. Core Purpose of the Pastoral Support Officer: Attendance**

- 1.1 Support teaching staff in the collection and use of attendance data in order to create a consistent approach to operational procedures and processes.
- 1.2 Manage and maintain the attendance tracker and all associated work.
- 1.3 Liaise with all key stakeholders on a regular basis in order to identify attendance problems and develop strategies to improve attendance.
- 1.4 To provide accurate and up-to-date attendance data for all stakeholders to ensure effective and appropriate action at all levels.
- 1.5 Early identification of students with possible future attendance issues (including primary school liaison) to affect a proactive response.
- 1.6 Coaching individual students in order to generate a change in behaviours that allow individuals to manage their own issues and attend on a regular basis.
- 1.7 Monitor and record intervention strategies in order to assess impact of these actions.
- 1.8 Visit home where appropriate to liaise with families while ensuring school procedures are followed with regard to such visits and parents/carers are aware of their legal responsibilities.
- 1.9 To contribute to policy development and planning procedures in order to inform the future direction of the attendance strategy.
- 1.10 Assist with the legislative requirements involved in court cases by working closely with the EWO to ensure all statutory documentation is up to date.
- 1.11 Write case notes and letters to parent.
- 1.12 Assist in the preparation of court reports.
- 1.13 Manage and maintain the Persistent Absence Record in accordance with school and other relevant procedures.
- 1.14 Monitor students on alternative placements for attendance ensuring records are up to date.

#### **2. Core Purpose of the Pastoral Support Officer: Behaviour**

- 2.1 Supervise student movement to ensure all students have access to education and are present at the correct time and in the correct place.
- 2.2 Interact with students in order to maintain a safe environment, throughout the school and in classrooms.

- 2.3 Observe student behaviour and intervene when inappropriate behaviour compromises the safety of students in line with the School Policy and Procedures.
- 2.4 Assess accidents or illnesses and call for support when necessary to ensure the well-being of all students.
- 2.5 Implement appropriate discipline with positive behaviour strategies to support the adherence to a safe environment for all and by all.
- 2.6 Support agreed action plans drawn up by the Head of Year with students, outlining the aims supporting in the process of providing a record of agreed programmes.
- 2.7 Monitor the progress of interventions in order to assess the outcomes of any actions (monitoring will also include behaviour data and use of inclusion data).
- 2.8 Liaising with parents and other agencies to ensure extended, continuous provision exists outside school.
- 2.9 Support the administration surrounding interventions and behaviour for learning, including the maintenance of the SIMS database and administration surrounding the exclusion processes.
- 2.10 To carry out investigations into behaviour incidents as directed.
- 2.11 To co-ordinate the provision of work for students on exclusion.

### **3. Core Purpose of the Pastoral Support Officer: Academic**

- 3.1 To work with others in order to coordinate interventions.
- 3.2 Support with the delivery of assemblies.

### **4. Additional Duties: Transport**

- 4.1 Manage the safe transition of students from buses to the School at the beginning of the day and ensure that students safely board the appropriate buses at the end of the day and that buses do not leave until all students have boarded.
- 4.2 Control traffic entering and leaving Sinai School, to protect JFS and Sinai School students.
- 4.3 Follow up reports by bus drivers, concerning students' behaviour and feed this information back to the appropriate members of staff
- 4.4. Liaise with TFL/ the bus company.
- 4.5 Deal with transport enquiries and complaints.
- 4.6 Complete the annual travel plan.

### **5. Additional Duties: Admissions during the year for assigned year**

- 5.1 To process the requests as per the agreed admissions process.
- 5.2 To liaise with the relevant staff.
- 5.3 To collate the information and data and distribute it as appropriate.
- 5.4 To assess the student on entry.

### **6. General Responsibilities**

- 6.1 To monitor and ensure implementation of School Policies and Procedures.
- 6.2 To support procedures and interventions that raise standards of attendance, punctuality and behaviour.
- 6.3 To work with Tutors and other colleagues to formulate aims, objectives and strategic plans for the pastoral area which have coherence and relevance to the needs of pupils and to the aims, objectives and strategic plans of the School.
- 6.4 To communicate with and liaise with Tutors, Heads of Year and appropriate support staff to maintain records and information in line with school policy.
- 6.5 To be available to respond to unplanned situations which arise.
- 6.6 To assist the Medical Officer as required.
- 6.7 To assist with the supervision of students during break time and lunch time (e.g. monitor lunch queues, playgrounds and corridors).
- 6.8 To assist in the transfer process for students entering JFS.
- 6.9 To attend appropriate school meetings which may include parents' evenings.
- 6.10 To take an equitable share of school duties.
- 6.11 To visit different schools/academies or student homes as required.
- 6.12 Responsibility for the collection and gathering of permanent exclusion data.

**7. Other**

- 7.1 The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The postholder’s responsibility for promoting and safeguarding the welfare of children and young persons, for whom s/he is responsible or with whom s/he comes into contact, will be to adhere to and ensure compliance with the School’s Child Protection Policy Statement at all times. If, in the course of carrying out the duties of the post, the postholder becomes aware of any actual or potential risk to the safety or welfare of children in the School, s/he must report any concerns to the School’s Child Protection Officer.
- 7.2 The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- 7.3 Undertake additional duties which may reasonably be required or delegated by the Headteacher, from time to time. The duties may be varied to meet the changing demands of the school.
- 7.4 This job description is not necessarily a comprehensive definition of the post. It will be reviewed as and when necessary and it may be subject to modification or amendment at any time after consultation with the holder of the post.

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

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Name (Print): \_\_\_\_\_



**PERSON SPECIFICATION  
PASTORAL SUPPORT OFFICER**

<b>General heading</b>	<b>Essential Criteria</b>	<b>Desirable Criteria</b>
<b>Education</b>		Educated to degree level or equivalent First Aid qualification or be prepared to undertake this training
<b>Knowledge and Experience</b>	Experience of working with young people Good MS skills including Excel skills	Experience of working with a wide range of people
	Experience of working flexibly within a team	
		Extensive experience of data analysis
	Experience of organising and maintaining electronic and manual filing systems.	
		Excellent numerical and analytical ability
		Wide knowledge and experience of Management Information Systems
	The ability to work accurately, using own initiative and to work in an organised and flexible manner.	
<b>Skills and Abilities</b>	Excellent communication and interpersonal skills	
	Ability to make quick, appropriate and informed decisions	
	Excellent time management, with experience of responding efficiently and effectively to queries	
	To be able to keep calm under pressure and work to deadlines.	
	Ability to assess and organise resources and plan and progress work activities	
	The ability to develop new and current systems that are accurate and efficient.	
	Written – Able to write a range of letters, e-mails and reports to staff at all levels, external organisations, students and students.	
<b>Communication</b>	Verbal – Ability to exchange information clearly in person and by telephone. Liaison and discussion with senior leaders regarding issues that impact on student attendance.	
	Relationships – Ability to form excellent and productive relationships with students, parents and staff.	
<b>Working with others</b>	Equalities – A commitment to and understanding of equal opportunities and the ability to implement this across all areas of work.	
<b>General</b>	Health & Safety – An understanding of Health and Safety in the workplace and how this applies.	
	Continuous Professional Development – Commitment to increasing own learning and development.	
	Confidentiality – Good understanding of confidentiality issues and the ability maintain this at all times.	
	Commitment to safeguarding young people	
	Desire for constant improvement	
<b>Personal Qualities</b>	High integrity and discretion	
	High level of commitment	
	High level of personal organisation	
		Ability to be self-directed and motivated



## JFS INFORMATION SHEET (Teaching Staff)

### BACKGROUND

JFS School is a highly successful Jewish, co-educational, Voluntary Aided comprehensive school with students' ages ranging from 11-19 years. The School has a strong sense of tradition with origins which date back to 1732. The modern JFS serves almost the whole breadth of the Anglo-Jewish community in Greater London. About 85% of our students come from Barnet, Harrow, Brent and Hertsmere.

### ACCOMMODATION AND LOCATION

The School moved to its new, 26-acre green-field site in Kenton, North West London, in September 2002. Housed in a modern, unusually designed campus, we have superb facilities, featuring, for example: interactive whiteboards in every classroom; a dedicated theatre seating 450; a Conference Centre; a Media/Television Studio; a Dance Studio; a Drama Studio; two Sports Halls; a dedicated BTEC Hospitality and Catering room, landscaped inner courtyards and an open-air amphitheatre. Kingsbury tube station (Jubilee Line) is a seven-minute walk from the School.

### VALUES

The School is thoroughly committed to professionalism and the ceaseless effort to raise standards ever higher. Our approach is modern but not 'trendy'; our values are thoroughly 'traditional', reflecting the School's Jewish ethos. Discipline is strong and student behaviour is good. All students in Years 7-11 wear school uniform and Sixth Formers are required to dress within reasonably conservative, albeit comfortable boundaries. We also expect our staff to dress in a manner conducive to the unique professional status of being a rôle model to younger people. For reasons of our Jewish ethos and our code of appropriate, smart professional appearance, women may not wear trousers (unless trousers are a fundamental requirement of a different religious code practised by a member of staff).

JFS is primarily a 'family' school. There is a wide range of extra-curricular activities and the collection of charity for both Jewish and non-Jewish causes is a strong feature. The School is a lively, warm and caring institution where every student is taught to respect other students and to share a sense of responsibility for the well-being of the whole community. Visitors and inspectors comment on the School's most notable characteristics: a relationship of mutual respect between teachers and students, and the strong commitment to a work ethic.

### STUDENTS

In addition to a thoroughly comprehensive spread of ability, our students come from the widest possible range of social, economic and religious backgrounds. About 10% come from abroad, e.g. Israel, South Africa, Iran, Russia. About 8% of students are on free school meals. Our ten-form entry intake, together with almost 600 students in the Sixth Form, makes us one of the largest schools in the country and, certainly, the largest Jewish school in Europe, with a total roll of 2,070 students.

The student body is lively, articulate, confident, very positive and demanding. There is no doubt that it is one of the School's major strengths.

### PARENTS

Our parents represent a very broad range of society. They all, however, share two things in common: a strong sense of Jewish identity and, in almost all cases, a keen sense of ambition for their children. The School is fortunate in that it has a strong partnership with its parent body. Needless to say, this creates many demands on, and high expectations of, teachers.

*(continued overleaf)*

## STAFF

About 60% of our 220 staff are not Jewish but all staff are expected to respect, support and enforce the Jewish ethos of the school. For teaching staff, the School day begins at 8.30 a.m. and, from Monday to Thursday, ends by 3.45 p.m. On Fridays, the School closes early as it is the eve of Shabbat (Sabbath). From approximately mid-October until late March, the School day ends by 1.30 p.m. During the rest of the year, the School day ends by 2.20 p.m. The School has the same number of days' holiday as other state schools. However, if Jewish festivals coincide with the School term, the holiday dates may differ slightly.

## ORGANISATION

During Year 7, students are taught in tutor groups for everything other than Jewish Education, PE and a carousel of practical subjects. Most tutor groups are "mixed ability"; others are "accelerated" tutor groups. Setting is introduced in most subjects during Years 8 and 9. Students with learning difficulties are catered for with the help of the Special Educational Needs department. The School follows the National Curriculum with 20% of the timetable devoted to Jewish Education in Key Stage 3. In Key Stage 4, Jewish Studies is a core GCSE subject. A wide range of subjects is available at 'AS' and 'A' Level and there is a long waiting list for entry to the School, in all Year Groups.

The School is organised pastorally on a Year system, through tutor groups. Students in Years 7-11 are not allowed off-site during the lunch hour. School discipline is very good, depending on a consensus between teachers, students and parents as to civilised standards of behaviour, and on a long-standing friendly and caring relationship between teachers and students. Teachers, in maintaining the disciplinary and academic standards of the School, are supported by a system of Year Managers, Directors of Studies, Deputy Headteachers and, ultimately, the Headteacher.

## EXAMINATION RESULTS

Examination results are outstanding. Our overall 'A' Level pass rate in 2014 was 100%, with almost 80% of our results being at A\*, A or B grade and almost 50% at A\* or A grades. The vast majority of students progress into Higher Education every year, winning places at many universities, including medical schools, law schools and Oxford and Cambridge. Over 60% proceed annually to Russell Group universities. Our students have gained national awards for outstanding achievement in Science, Economics, Sociology and Mathematics.

Ever since the introduction of league tables, JFS has consistently achieved a place as one of the top performing Comprehensives in the country. In 2014, for the fourth year running, the Daily Telegraph League Tables showed us in the top three totally non-selective schools in the country.

## AWARDS

In recent years, JFS has won the Evening Standard Award for Academic Excellence twice, has been awarded Beacon Status and Sportsmark Status and has received a succession of DfES School Achievement Awards. JFS was awarded Specialist School Status (Humanities) and, as a High Performing Specialist School, JFS was awarded a second specialism as part of the Raising Achievement Partnership Programme (RAPP). Following an assessment in July 2011, JFS was awarded Investors in People status.

In June 2012, the School achieved the NACE Challenge award. NACE (the National Association for Able Children in Education) is a well-established and prestigious independent organisation. In order to achieve the Challenge Award, a school has to demonstrate pedagogic and organisational excellence in the way it addresses the needs of its very able children. JFS is one of only 48 secondary schools in England and Wales that currently hold this award.

In July 2013, JFS was awarded full Investor in Careers status, following a detailed assessment of our provision for, and success in, providing high quality careers education, information, advice and guidance (CEIAG) to our students. JFS is a national leader in the field of post-16 guidance and has also published a successful guide to University Interviews. Most recently, JFS was re-accredited with Investors in People status and achieved the Gold Award. The report declared that: *"The vision and ethos of the school is its collective heartbeat – Achievement, Leadership and Jewish ethos. The senior team lead by example and have created a strong culture of excellence for the school and management style well respected by the staff. There is an active and involved Governing Body supporting the strategic leadership of the School"*.