




SENIOR EDUCATION SUPPORT OFFICER L3
Pastoral Support – R2L Co-ordinator

JOB DESCRIPTION

Post Title: Senior Education Support Officer: Level 3
Hours: 37 hours per week (Term time plus one week)
Responsible to: Pastoral / Senior Leaders
Grade:  Level 3 / Pay Band 13
Location: St. Ninian's High School

Main Purpose of Job:

To work as part of the wider pastoral team based at Lower School to help monitor and support students in school, with a greater focus on those who require assistance in overcoming barriers to learning in order to achieve success at school.

This specific role in the team will be to administer and monitor the school's 'Ready to Learn' system which is in place to record behaviour incidents and reward students for positive behaviours. To report to pastoral staff and SLT on patterns of behaviour and identify students who may be struggling to manage their behaviour and may be in need of additional support and intervention. To support the pastoral teams with the rewards system as part of Ready to Learn.

Job Responsibilities:

At Level 3, job responsibilities will be working under the guidance of senior / pastoral leaders to support the student welfare within the school.

- To administer the school's 'Ready to Learn' behaviour policy
 - To respond to queries from staff, student or parents regarding behaviour incidents
 - To oversee the administration of reflection times or other consequences as part of the R2L system
 - To manage the appeals system as part of R2L, ensuring that the voice of the child is heard and accurately represented
 - To oversee communication with parents/guardians regarding the R2L system
 - To produce regular data for the pastoral team in order to support behaviour interventions for identified students
 - To collate reward data and share with the pastoral team
 - Liaise with the Special Educational Needs Co-ordinator (SENCO) to ensure that students identified as being in need of support for academic reasons, receive appropriate support.
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- Liaise with the DESC School Attendance Officer.
 - To assist with the organisation of year group assemblies, reward and achievement assemblies.
 - Support the Pastoral Leaders, SENCO and Senior Leadership in effective daily management of



students, as well as providing a supportive framework for individual and group intervention as necessary.


- Management and effective referral of issues that arise when Form Tutor / Pastoral Leaders are teaching.
- Daily liaison with wider Pastoral / Inclusion Team regarding students and maintenance of required records.
- Assist with data inputting and the production of student pastoral reports from the School's computerised data management systems e.g. attendance and behavioural logs.
- Assisting with the management of behavioural issues that arise throughout the day, in line with School policies.
- Help with monitoring the attendance of identified students.
- Contact with parents/ guardians as necessary.
- Managing and following up on consequences and interventions undertaken by students.
- Support students to re-integrate and 'catch up' when they return to school.
- Supporting the Pastoral system by undertaking other duties e.g. production of materials, photocopying, filing.
- Assist with the supervision of students on site during break/lunchtimes and undertake duties before and after the compulsory school day.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support diversity and ensure all students have equal access to opportunities to learn and develop.
- Promote inclusion and acceptance of all students.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Contribute to the overall ethos/values/aims of the school.
- Establish constructive relationships and communicate with other agencies/ professionals, in liaison with the Pastoral Leaders, to support achievement and progress of students.
- Attend and contribute to regular meetings.
- Assist with the invigilation of examinations and assessments.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Use the school management information system to access and input data.

- Work with other others to share good practice and offer support to one another on a regular basis.
- Assist with the supervision of students on visits, trips and out of school activities as required.
- Provide cover for sick/ absent staff and stand in for them if required.
- Support the good public image of the School by ensuring all facility users are dealt with in a

Qualifications and Experience

- .GCSE Maths and English Grades A* - C, or Key Skills Level 2 Application of Number and Communication Awards or Functional Skills Mathematics and English Level 2; and 



- NVQ Level 3 for Teaching Assistants, or equivalent relevant qualification (e.g. Level 3 Certificate for Teaching Assistants, Learning, Development and Support for Children, Young People and Those Who Care for Them NVQ Level 3, Children's Care, Learning and Development NVQ Level 3) or a relevant higher level qualification; and ^[L]_[SEP]
- experience working with children/young people of relevant age; and ^[L]_[SEP]
- experience of working with pupils with special needs, particularly within the area of mental and emotional health, self-esteem and self regulation

Knowledge and Skills

- Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation
- Working knowledge of national curriculum and other relevant learning programmes
- Understanding of the principles of child development and learning processes and, in particular, barriers to learning
- Ability to plan effective actions for pupils at risk of underachieving
- Full understanding of the range of support services / providers
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Ability to relate well to children and adults
- Work constructively as part of a team, understanding classroom roles and responsibilities

Safeguarding

The Department of Education, Sport & Culture is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

July 2024 young people and the Department commits to providing this training e.g. via induction, on-line, briefings at staff meetings inset days etc., as appropriate.

All staff have a responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact and to adhere to, and ensure compliance with, the Safeguarding Children Board Child Protection procedures and the school/service's Child Protection Policy at all times. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children School/Service, they must report any concerns to the designated Safeguarding lead in their area or to the department's Child Protection and Safeguarding Officer.

The contents of this job description may be reviewed and updated as necessary to ensure that it remains accurate and complete. All changes will be made in discussion and with the agreement of the Head of Service or designated Officer.

July 2024



SENIOR EDUCATION SUPPORT OFFICER L3
Pastoral Support – R2L Administrator

PERSON SPECIFICATION

| Experience | Essential or Desirable | Method of Assessment |
|---|------------------------|----------------------|
| To be able to provide pastoral support to students | E | CV / Interview |
| To be able to receive and supervise students excluded from, or otherwise not working to, a normal timetable | E | CV / Interview |
| To be able to attend to students' personal needs and provide advice to assist in their social, health & hygiene development | D | CV / Interview |
| To be able to participate in comprehensive assessment of students to determine those in need of particular help | D | CV / Interview |
| To be able to assist the teacher with the development and implementation of individual educational plans | D | CV / Interview |
| To assist in the production of Education/ Behaviour/ Support /Mentoring plans | D | CV / Interview |
| To be able to support provision for students with additional and complex needs | D | CV / Interview |
| To be able to establish productive working relationships with students, acting as a role model | D | CV / Interview |
| To develop 1:1 mentoring arrangements with students and provide support for distressed students | D | CV / Interview |
| To be able to promote the speedy/effective transfer of students across phases/integration of those who have been absent | D | CV / Interview |
| To be able to provide information and advice to enable students to make choices about their own learning/behaviour/attendance | D | CV / Interview |
| To be able to challenge and motivate students, promote and reinforce self-esteem | D | CV / Interview |
| To be able to provide feedback to students in relation to progress, achievement, behaviour, attendance etc | D | CV / Interview |



| Qualifications | Essential or Desirable | Method of Assessment |
|---|------------------------|----------------------------|
| <p>Essential</p> <ul style="list-style-type: none"> GCSE Maths and English Grades A* - C, or Key Skills Level 2 Application of Number and Communication Awards or Functional Skills Mathematics and English Level 2; and ^[SEP] NVQ Level 3 for Teaching Assistants, or equivalent relevant qualification (e.g. Level 3 Certificate for Teaching Assistants, Learning, Development and Support for Children, Young People and Those Who Care for Them NVQ Level 3, Children's Care, Learning and Development NVQ Level 3) or a relevant higher level qualification; and ^[SEP] experience working with children/young people of relevant age; and ^[SEP] experience of working with pupils with special needs, particularly within the area of mental and emotional health, self-esteem and self regulation. | E | CV / Pre-employment checks |
| Knowledge & Skills | | |
| Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation | E | CV / Interview |
| Working knowledge of the COLI and other relevant learning programmes | E | CV / Interview |
| Understanding of principles of child development and learning processes and, in particular, barriers to learning | E | CV / Interview |
| Ability to plan effective actions for students at risk of underachieving | E | CV / Interview |
| Full understanding of the range of support services/providers | E | CV / Interview |
| Ability to self-evaluate learning needs and actively seek learning opportunities | E | CV / Interview |
| Ability to relate well to children and adults | E | CV / Interview |
| Work constructively as part of a team, understanding classroom roles and responsibilities | E | CV / Interview |
| Personal Qualities | | |
| Commitment to team working | E | CV / Interview |
| Commitment to equal opportunities and inclusion | E | CV / Interview |
| Flexibility and adaptability | E | CV / Interview |
| Able to celebrate success | E | CV / Interview |
| Commitment to support colleagues | E | CV / Interview |
| Able to use own initiative | E | CV / Interview |
| Ability to remain calm and measured in stressful situations | E | CV / Interview |
| Good computer skills | E | CV / Interview |
| Disposition / Attitude / Circumstances | | |
| <ul style="list-style-type: none"> Successful learners | E | CV / Interview |



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|---|---|-----------------------|
| <ul style="list-style-type: none"> responsible and aware individuals confident and self-assured people, and purposeful contributors to the Island's society. | | |
| <ul style="list-style-type: none"> Isle of Man worker | D | Application |
| Protection of children Satisfactory Police Check | E | Pre-employment checks |

July 2024