



Applicant Information Pack Pastoral Support Worker



The Archer Academy aims to be an outstanding secondary school at the heart of our community, providing students from all backgrounds with the inspirational education they need to live successful and fulfilling adult lives.

Summer Term 2019

www.thearcheracademy.org.uk

The Archer Academy

Realising potential. **Inspiring creativity.** Engaging with our community.

September 2019

Dear Candidate,

Thank you for your interest in the Archer Academy and the post of **Pastoral Support Worker**. This pack is intended to give you information about this exciting role and our school's vision and ethos. Further background information is available on our website and in our prospectus – I would encourage you to review both.

Our vision for the Archer Academy is rooted in our desire to provide an outstanding, inclusive and aspirational education for local children that will prepare them for adult life. We cannot know exactly what the future will bring for our students, but by giving them a love of learning, adaptable skills and the determination to succeed, we will enable them to rise to whatever challenges they face.

We are a maturing 11-16 secondary school which opened in September 2013 in East Finchley, serving families in the surrounding areas of North London. The school was created to meet the needs and desires of parents, primary school governors and the local community, for a first-choice, non-denominational, coeducational secondary school.

We are significantly over-subscribed, with over 900 applications for entry in September 2019. We became a complete school in September 2017 for the first time, with students in years 7 through to year 11 and our pioneer year group sat their first external GCSE examinations in June 2018.

We currently have 474 students in years 7-9 and 300 students in year 10-11. We work in a strategic partnership with Woodhouse College and Barnet and Southgate College for post 16 education; with our first students moving into Year 12 this September. This partnership is dynamic and evolving swiftly, securing a third transition point for our students and professional development opportunities for our staff.

We are a campus school, a model which we believe allows us to create a distinctive atmosphere on each site. Our students complete Lower School, Years 7 to 9, at our Stanley Road campus, a new state of the art building with incredible facilities. Our students graduate to our Upper School at Beaumont Close, just a few minutes' walk away, in Year 10. Our campus provides each cohort the chance to grow and develop amongst their closest peers and creates a real sense of progress when students graduate to the college-like atmosphere of Upper School, a rite of passage they aspire towards. Our campus model also reinforces the small, community feel of our school.

As Headteacher one of my greatest responsibilities and priorities is the recruitment and development of staff. At the Archer Academy we are building an exceptional school and to do that, of course, we need an exceptional, fulfilled staff team. I ask a lot from my staff, but in return I can promise extensive support and development opportunities, and the space and freedom to extend your skills which would be hard to find elsewhere.

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Please submit your application by email to, Karen Neville, HR & Compliance Manager, at recruitment@thearcheracademy.org.uk. Please do not hesitate to contact Karen on 020 8365 4110 with any questions.

Interview dates are as advertised.

Deadline for application: Midday on Wednesday 9th October 2019

Planned interview date: W/c 14th October 2019

This is undoubtedly an exciting time to join the Archer Academy. We very much look forward to hearing from you and thank you for your interest in our school.

Kind regards,



Lucy Harrison
Headteacher

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Our Vision

Our three-fold vision for the Archer Academy is rooted in our desire to provide an outstanding, inclusive and ambitious education for local children, an experience that they will relish and that will prepare them for adult life. It underpins every aspect of life at the Archer Academy, and is the benchmark against which we measure our success.

Realising potential:

Helping students to achieve personally, socially and academically to the best of their abilities. Our outstanding teachers set high standards and challenge each and every student to fulfil their individual potential, both in their studies and through extra-curricular activities.

Inspiring creativity:

Providing an enjoyable and inspirational education that encourages students to be analytical, inventive and self-motivated. This commitment to creativity and analytical thinking applies across the whole curriculum as well as our extra-curricular opportunities.

Engaging with our community:

Ensuring that students respect others and value working with others for mutual benefit. The Archer Academy is a school with its roots in the community, and so responsibility and participation are fundamental to our ethos.

Supporting our students:

We create a culture that celebrates achievement in all aspects of school life. For the school, good behaviour and firm discipline underpin a happy, respectful and productive learning environment.

We also offer an extended day twice a week, during which students take part in extra-curricular activities. We provide a broad enrichment programme that covers: sports clubs and teams; creative arts societies; media and politics; vocational and entrepreneurial societies; and voluntary work and awards schemes.

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Job Description Pastoral Support Worker

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|-------------------------|--|
| Post: | Pastoral Support Worker |
| Pay: | Scale Point 18 – 21 (<i>scale point 7 – 10 under the new pay scale</i>) (actual salary £18,647 - £19,672) |
| Hours / Weeks: | 36 hours per week, 40 weeks per year. |
| Reports to: | Assistant Head teacher – Pastoral & Wellbeing |
| Responsible for: | Not applicable |
| Annual Leave: | To be taken during Academy closure periods |

Purpose of Post:

The Pastoral Support Worker will deliver a complementary service to teachers and other staff, addressing the needs of learners who require help in overcoming barriers to learning in order to achieve their full potential.

They work with a range of learners, but give priority to those who need the most help, especially those experiencing multiple disadvantages.

The variety of issues covered will range from punctuality, absence, challenging behaviour and safeguarding to working with able and gifted learners who are experiencing difficulties.

The Pastoral Support Worker will work collaboratively with teachers, pastoral staff, Heads of Year, SENCO and other agencies to identify students at risk of disaffection. This role will enhance existing provision to further support individual and groups of students learning and participation which encourages social inclusion.

Duties:

Under the direction of the AHT and SENCO the post holder will be expected to:

- investigating behavioural incidents; organising statements and producing a brief incident report for the Key Stage Coordinators.
- liaising with AHT, SENCO and Heads of Year regarding the behaviour and pastoral wellbeing of students.
- lead the Supervision Room and providing cover for middle and senior leaders on call as appropriate.
- liaising with relevant Heads of Department to ensure sufficient work is available for students in the supervision room.
- maintenance of the learning resources, display, stationary and general condition of the Supervision Room.
- monitor and plan interventions informed by pastoral data.

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- Collate data to support pastoral staff.
- organise and contribute to behavioural logs, 'round robins', Individual Action Plans and Pastoral Support Plan Meetings and follow-up work.
- mentor a caseload of identified students, to include target-setting and review meetings with students, lesson visits, group work and liaison with parents and staff.
- send work home for absent and/or excluded students.
- liaise with Heads of Year and Form Tutors on achievement and participation data for identified students.
- attend meetings with parents and students as required by the Heads of Year.
- attend and contribute to Heads of Year meetings.
- liaise with other professionals where appropriate, including School Nurse, Targeted Support Worker and CAMHS worker.
- act on attendance data supplied by the Attendance Officer.
- contribute to CAFs, Individual Action Plans and Pastoral Support Plans to targeted students [depending on experience of candidate].

Develop Supportive Mentoring Relationships

- assist staff in identifying learners showing early signs of disengagement who would benefit from mentoring
- helping learners who are underperforming in their subjects, either on a one-to-one basis outside the classroom or within lessons
- implementing strategies and supporting learners in self-esteem and confidence-building activities
- organising drop-in 'offload' sessions for learners outside of lesson time, where they can talk about a particular issue

Supporting Learning, Participation and Inclusion

- listening to and helping learners resolve a range of issues that are creating barriers to learning
- drawing up agreed action plans with learners, outlining the aims of the mentoring, and monitoring their progress
- monitoring attendance and punctuality of learners
- maintaining accurate records and preparing written reports and evaluations that assess underlying reasons for disengagement and take into account social, emotional, mental and educational needs

Working in Partnerships

- visiting parents at home to discuss issues and problems, and running group sessions and workshops for parents at school
- advising parents on behaviour strategies and parenting skills
- networking with other learning mentors and teachers and relevant external agencies
- liaising with relevant professionals and individuals, e.g. educational psychologists, the police and social services
- providing group activities such as anger management classes;

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Supporting the School

- helping to secure funding to support learners' additional educational needs
- managing your own professional development through undertaking relevant training and sharing best practice with other learning mentors
- helping with transition activities for learners moving to secondary schools or on to further education

Other clauses:

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Provide a positive role-model in terms of timekeeping, dress code and work ethos.
- Demonstrate commitment to the role through continuous professional development.
- Maintain confidentiality in all Academy related matters.
- There may be occasions when it will be necessary to cover other roles and give support within the Academy when there are peaks and pressing issues.
- This role may require attendance on residential trips in order to meet the needs of identified students
- There may be occasions when it is necessary to deliver intimate care for individual students as appropriate following advice from the Occupational Health Therapist.
- This job description may be varied to meet the changing demands of the Academy at the reasonable discretion of the Headteacher/Line Management.

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Personal Specification – Learning Mentor

| Skills and Abilities | Essential | Desirable |
|--|-----------|-----------|
| Ability to communicate and interact effectively with children and young people | ✓ | |
| Ability to recognise and identify problems and take appropriate action | ✓ | |
| Ability to understand and contribute to educational programmes | ✓ | |
| Ability to deal with pupils' physical, emotional and behavioural needs as well as provide individual support as appropriate | ✓ | |
| Knowledge | | |
| Awareness of child development and the range of behaviours expected at different ages and stages of development | ✓ | |
| How to support a child whilst encouraging independence | ✓ | |
| The importance of planning and evaluation of learning activities | ✓ | |
| The importance of adults as role models and the importance of this for Teaching Assistants | ✓ | |
| Record keeping systems and procedures used within schools | ✓ | |
| School behaviour policies | ✓ | |
| Schools' Health and Safety, confidentiality and Equal Opportunities policies | ✓ | |
| The legal implications and restrictions covering the recording of personal information, including the Data Protection Act, Children Act and the statementing process | | ✓ |
| The behaviour patterns that might indicate problems, such as child abuse, substance abuse or bullying | | ✓ |
| National policies for literacy and numeracy | | ✓ |
| The resources used to develop literacy and numeracy skills | | ✓ |
| Qualifications and Experience | | |
| Either, at least two years experience of comparable work in a similar setting and / or NVQ Level 2 in Teaching/Classroom Assistance (or equivalent qualification) | ✓ | |
| Or, relevant GCSE or 'A' level qualifications or equivalent | | ✓ |
| First Aid Qualification | | ✓ |

Safeguarding:

The Archer Academy is committed to safeguarding all children. Candidates must be suitable to work with children and young people.

This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and a criminal record disclosure will be required prior to appointment- DBS/CRB check.

Members of the Panel have undergone Safer Recruitment training.