



Pastoral Care Coordinator Recruitment Pack

The Devonshire Hill Nursery & Primary School

Successful Learners

Contents

1. Letter from the Headteacher
2. About The Devonshire Hill Nursery and Primary School
3. Advert
4. Job Description
5. Person Specification
6. Guidance Notes for completing your application form
7. Equality Statement
8. Safeguarding Written Statement

Letter from the Headteacher

Dear Applicant,

Thank you for expressing an interest in applying for the position of Pastoral Care Coordinator at The Devonshire Hill Nursery and Primary School. This is an exciting and unique opportunity to work in a friendly and successful school, and to make a marked contribution to help shape its future and continue building on its successes.

In line with Haringey's Safer Recruitment policy, we ask that all parts of the application form are completed, and any gaps in employment history (with dates) clearly marked within Section 3.

Note that referees will be contacted, in advance, for those applicants selected for interview. Additionally, as this position involves close work with children, an enhanced DBS will be sought.

I look forward to receiving your completed application in due course. In the meantime, please note that visits to the school are welcomed and strongly advised.

Yours sincerely,

Julie D'Abreu
Headteacher

About The Devonshire Hill Nursery and Primary School

We are a Haringey Council Community School, with children aged from 2 to 11, situated in Tottenham. The majority of our families live locally to the school, many in the White Hart Lane Ward. Our school is two form entry from Reception to Year 6. We have a nursery that offers part time places of 15 hours spread equally over the week of either morning or afternoon sessions for children age 2, 3 and 4. We also offer 30 hours spread equally over the week which includes the children's care across lunchtimes.

Devonshire Hill is a successful school, attaining Ofsted Good in October 2016. Our results in 2016/2017 put us in the Times Top 10 performing schools in Haringey. We were also commended by the Rt Hon Nick Gibbs for having progress from KS1 – KS2 in the top 2% of schools nationally.

The staff and Governors at our school are committed to providing the very best learning opportunities for your child in a safe, secure and friendly community environment. We provide very high quality education with a strong focus on teaching children key skills in English and maths. Alongside this we teach an exciting themed curriculum, including many learning experiences outside of the classroom through a range of school trips and by inviting experts into school.

During your child's time in our school, alongside the full statutory curriculum they will have the opportunity to learn to speak Mandarin, learn to play an instrument, learn to swim and to visit many places of interest including a residential to Pendarren House in Wales (Year 6).

We have a strong focus on using technology as a learning tool and the children have access to a range of technology including the use of netbooks and tablets.

We have our newly established 'STEAM Engine' which is a dedicated classroom for Science, Technology, Engineering, Maths and Art & Design work. This resource is equipped with the highest technologies to enable children to experience really exciting practical learning.

The school offers a range of extra-curricular activities before school, during lunchtimes and after school.

We work in partnership with Tottenham University, IntoUniversity and the Brilliant Club. This offers our children the opportunity to visit high achieving universities and to undertake assignments and projects at a high academic level.

The school works with a range of organisations to promote careers and every year we have a work/careers week whereby every child has an opportunity to experience a range of different work places such as banks in the city, being a 'Chef' for the day and what it would be like to be a Fire Fighter!

We have the highest expectations of all our children and we expect them to aim high and to achieve their full potential academically and with their personal social development both in and out of school. We have a strong belief in good behaviour and good manners with an emphasis on caring for each other and taking on responsibility, which is one of our eight school House Characteristics. All staff and children from Year 1 to Year 6 are placed into one of our four 'Houses' and will be in friendly competition each week to score individual and team House points!

We want all our children to go onto secondary school ready to further develop their lifelong love of learning, with a solid foundation in the core skills enabling them to build upon these skills, and to become confident, successful and responsible citizens for the future.

If you would like to find out more, I would be delighted to show you around.

Julie D'Abreu

Headteacher

Pastoral Care Coordinator - Children's Wellbeing

JOB TITLE	: Pastoral Care Coordinator - Children's Wellbeing (to include pupil mentoring, transitions and healthy lifestyles)
RESPONSIBLE TO	: Assistant Headteacher for Inclusion/Headteacher
PAY SCALE	: Scale 6, 35 hours per week (£23,172-£24,607)
TERMS	: 40 week (term-time) contract, fixed term until July 2018

Our school is looking to appoint an additional Pastoral Care Coordinator to join our Pastoral Care Team. The candidate will work with our children and families, and make links with the local community.

Our school can offer you:

- An opportunity for you to make a real difference in the lives of children.
- A supportive school community.
- A welcoming and enthusiastic environment with a talented and dedicated staff team.

The role will include, but is not limited to:

- Promotion of children's wellbeing, including online safety and social media awareness.
- Support pupils who may be experiencing health issues including mental health.
- Work to build resilience in pupils.
- Promote and lead on healthy lifestyles including being active-healthy bodies and minds.
- Mentor pupils with their progress and achievement.
- Support pupils with their transition to Secondary Schools.
- Establish and maintain communication with pupils and their parents through outreach and information resources and support the Assistant Head for Inclusion in the delivery of the Pastoral Care Service as a resource for pupils and their families.

This is a fixed term position in the first instance and will be subject to successful completion of a three month probationary period.

All candidates are required to have Enhanced DBS Disclosure before they can be appointed and to share the school's commitment to safeguarding and promoting the welfare of children and young people.

Visits to Devonshire Hill are warmly encouraged and can be organised by contacting the School on 020 8808 2053 or by emailing admin@devonshirehill.haringey.sch.uk.

Please visit www.devonshirehill.com/vacancies for further application documentation.

Closing date: Friday 13th April 2018 (noon)

Interviews: Week commencing 23rd April 2018

Start date: As soon as possible

The Devonshire Hill Nursery and Primary School is an equal opportunities employer. Our environment is diverse in character and in its student population and we aspire to reflect this diversity in our staff. We positively welcome applications from minority groups. We are committed to safeguarding and promoting the welfare of children. This is reflected in our rigorous approach to the recruitment and professional development of staff. The successful applicant will be subject to an enhanced DBS check.

Job Description

JOB TITLE	: Pastoral Care Coordinator - Children's Wellbeing (to include pupil mentoring, transitions and healthy lifestyles)
RESPONSIBLE TO	: Assistant Headteacher for Inclusion/Headteacher
PAY SCALE	: Scale 6 - 35 hours per week - 40 week contract

OBJECTIVE AND PURPOSE

The Pastoral Care Team at The Devonshire Hill Nursery & Primary School provides a complementary educational, social and emotional service to pupils and their parent/carer families in our community to enable access to learning for the child and to overcome any potential barriers to learning that may occur during their time at our school.

The Pastoral Care Team work with children (and their families) who are at risk of not achieving their full education potential by:

- Closely working within the Vision and the Ethos of the school, contributing to achieving the overall aims of the School Development Plan as appropriate to the role, and to contribute to the 'day to day' operational action planning.
- Promoting and fostering wellbeing, including welfare and medical by taking into account the individual needs of the pupils at School.
- Promoting and fostering good relationships and effective liaison with parents/carers both in school and by making home visits to support pupil progress.
- Promoting and fostering good relationships and effective liaison with Devonshire Hill School Staff to support pupil progress.
- Promoting good relationships and effective liaison with all the appropriate external agency professionals involved with the school.
- Promoting goodwill and positive public relations with individuals and groups in the local area and the wider community.

MAIN ROLES AND RESPONSIBILITIES

The post holder's main role will be working under the direction of the Assistant Head for Inclusion and Pastoral Care in supporting the promotion and management of children's behaviour for learning and emotional wellbeing. Including identifying and supporting pupils who may develop mental health concerns. You will be required to:

- Build professional relationships with pupils based on trust, equality and support.
- Promote positive behaviour and attitude to learning throughout the school.
- Undertake investigations into reported misbehaviour/ incidents and implement sanctions according to the school policy and under the direction of the Assistant Head for Inclusion, keeping teachers and parents updated and informed.
- Lead social skills groups at playtime and lunchtime with identified pupils where necessary.
- Maintain accurate records by recording information using school systems.
- Support identified pupils in class with positive learning- resourcing and advising the teaching staff of strategies to reduce any barriers to learning.
- Be called upon to deal with incidents throughout the day as necessary.
- To 'meet and greet' pupils in the mornings and to 'check in' with them before they leave at the end of the day.

- Develop positive relationships with parents through liaison regarding disciplinary/welfare/emotional issues.
- Deliver intervention strategies and support parents with the delivery of the strategies to enable them to use them at home.
- Support students during break and lunch times by running interventions, organising and overseeing games and activities and being proactive in introducing systems which limit behaviour incidents.
- Be called upon to deal with behaviour issues, de-escalation, and conflict management.
- Act as a mediator in peer-to-peer issues.
- Support teaching staff and parents to implement strategies/ systems/ activities to manage children's behaviour.
- Lead on and actively engage pupils in sporting and healthy lifestyle activities.
- To be alert to and respond to any potential influences outside of school, such as threats via social media and gang related crime, reporting this immediately to the Headteacher.

Alongside this, the Post Holder will be required to work flexibly as part of the Pastoral Care Team in the following areas:

SUPPORT TO CHILDREN & THEIR FAMILIES

- Establish and maintain communication with pupils and their parents/carers through outreach and information resources and support the Assistant Head in the development of the Pastoral Care Service as a resource for local children and families.
- Develop and facilitate parenting programmes and other activities to remove any barriers to learning.
- Outreach support for families with poor attendance and poor punctuality.
- Promote a home/school liaison service by being available for parents on both a drop-in and appointment basis.
- Support vulnerable children and their families by attending safeguarding meetings and other professional meetings. Supporting families with actions and attendance.
- Develop and maintain a good working knowledge of the locality and the community profile, the range of children's and family services available and the informal/formal networks of contact and support.
- Work effectively with and liaise with outreach work colleagues in the Network Learning Community in order to contribute to the success of children.
- Develop a range of strategies to ensure that the needs of families are identified and the diversity in the community needs is represented in the delivery of the School pastoral care services.
- Organise community events or activities on specific issues as required.
- To be the main point of contact for the Healthy Schools Agenda.
- To attend termly parent/carer meetings.
- To meet parents/carers of children in EYFS when they attend progress meetings, as appropriate.

SUPPORT TO THE COMMUNITY

- Develop the school's links to members of the community with regard to helping the school.
- Liaise with the School Nurse, Education Welfare Officer, Early Help and other professional services within the school to develop an agreed strategy when tackling different issues.
- Visit feeder schools and develop methods that will help the new intake of pupils.
- Take a lead on secondary transition supporting pupils.
- To contribute to the development of the wider Extended Services agenda and school Vision of providing holiday and out of school hours opportunities for pupils.
- To attend as requested by the Headteacher, local Ward Panel and Tottenham regeneration meetings.

SUPPORT TO STAFF

- To assist in providing positive experiences for children which enable self-worth, confidence and independence.
- Meet regularly with the Assistant Head, and with those involved in the pastoral structure of the school.
- Liaise on the school's behalf when difficulties arise with families.
- Liaise with staff when arranging to meet with pupils, with sensitivity to the educational ethos of the school.
- Be available to support the medical and welfare need of pupils.
- Participate in school review meetings and in-service training (INSET) days to help develop and define school policies regarding pastoral care.

PLEASE NOTE

This job description is intended as a guide to the general duties and responsibilities of this post, which reasonably may vary from time to time according to the needs of the service. It does not form part of the terms and conditions of employment.

All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties including duties normally allocated to posts at a lower responsibility level, in pursuance of raising pupil achievement and effective team working. In particular to:

- Respond confidently and professionally to parents/carers, visitors and staff members at all times
- Demonstrate commitment in line with the school's high expectations
- Identify own areas for professional development and commitment to the school's ethos of educational lifelong learning
- Work within the school policies & procedures
- Ensure the well-being of pupils is paramount
- Keep class teachers accurately and robustly informed of the varying needs of pupils
- Attend training as required
- Keep up to date with DFE statutory guidance and the school's website to accurately inform stakeholders as needed.

Person Specification

JOB TITLE	: Pastoral Care Coordinator - Children's Wellbeing (to include pupil mentoring, transitions and healthy lifestyles)
RESPONSIBLE TO	: Assistant Headteacher for Inclusion/Headteacher
PAY SCALE	: Scale 6 - 35 hours per week - 40 week contract

QUALIFICATIONS/ TRAINING	<ul style="list-style-type: none"> - NVQ3 level in the area of social work, education and health - Qualified in First Aid.
EXPERIENCE	<ul style="list-style-type: none"> - Experience in working directly with families from a wide range of ethnic, religious, and cultural backgrounds. - Experience in running parental engagement programmes. - Experience in running community based projects. - Any other relevant training /qualifications suitable to the post.

PRACTICAL SKILLS	<ul style="list-style-type: none"> - Knowledge and understanding of child development issues affecting children and young people’s vulnerability. - Knowledge of statutory services and relevant children’s legislation especially child protection and safeguarding. - Ability to identify where intervention is needed using appropriate assessment method. - Good written and oral communication skills including the ability to produce reports maintain welfare and medical reports and provide data for monitoring purposes.
Personal Qualities & Attributes:	<ul style="list-style-type: none"> - Excellent inter-personal skills; be able to relate to children in an empathetic manner, valuing their views and experience - A willingness to take on responsibility - Team player - Understanding of the need for confidentiality - Flexibility and ability to use own initiative - Positive and outgoing nature - Good sense of humour with a determination to be the very best!

As a member of the School staff the post holder will be required to:

- Be aware of and comply with policies and procedures relating to safeguarding, child protection, health and safety, whistle-blowing, security, confidentiality and data protection. Reporting all concerns to the appropriate person.
- Give a high profile to equality of opportunity in all areas of activity, including compliance with the Equality Policy.
- Ensure compliance with the Disability Statement, including the need to notify Personnel of any changes in circumstances.
- Participate in the agreed scheme for staff development, training and appraisal and be committed to continuous professional development
- Carry out all duties with due regard to Health and Safety Regulations. Under the Health and Safety at Work Act 1974 all staff have a duty to assure reasonable care for the Health and Safety of themselves and others affected by their acts or omissions at work and co-operate in meeting statutory requirements
- The post-holder is required to respect the confidentiality of matters relating to pupils and other members of staff
- The post holder must be aware of and comply with the requirements of the Data Protection Act (DPA), details of which will be made available
- Comply with the schools code of conduct including the school’s dress code
- Be committed to the future recruitment into the profession by mentoring trainee teachers.
- Actively participate in House activities; all members of staff are allocated to one of four Houses
- Support Parent/ Staff Association activities.
- Flexibility to be able to add to the wider school day – e.g organise and oversee interventions to support pupils to diminish any differences and to achieve age related expectations and greater depth.
- To attend local network meetings
- To organise and lead on parent curriculum meetings/workshops
- To promote and ensure that established and newly written school policy is upheld such as the recently launched Home Learning Policy.

Guidance Notes to completing your application form

APPLICATION DEADLINE

Completed application forms must be received by noon by **noon, Friday 13th April 2018**. There are three available channels for application documents submission.

- Email your Application Form, Declaration of Criminal Record and other supporting documents to: recruitment@devonshirehill.haringey.sch.uk with your initial, Surname and the position you're applying for in the subject line; e.g. JBloggs – Teaching Assistant;
- Post Application Form, Declaration of Criminal Record and other supporting documents to: **Headteacher, The Devonshire Hill Nursery and Primary School, Weir Hall Road, London N17 8LB;**
- Hand deliver Application form, Declaration of Criminal Record and other supporting documents to: **Headteacher, The Devonshire Hill Nursery and Primary School, Weir Hall Road, London N17 8LB.**

HOW TO COMPLETE YOUR APPLICATION FORM

The application form plays an essential part in choosing the right person for a job. It is the information contained in your application and supporting statement that will decide whether or not you are invited for an interview or to the next stage in the selection process.

1. PERSONAL DETAILS

Where it says 'known as', this is for example if your official documentation shows you as 'Elizabeth', but you like to be known as 'Liz'.

WORKING IN THE UK

Under the Asylum & Immigration Act 1996, you will be required to provide proof of your eligibility to work in the UK.

We always need to see original documents. You will only be able to work for us once we are sure that you are eligible to work in the UK. If you are unsure about your status, then you should contact the Home Office.

2 to 3. PRESENT OR MOST RECENT EMPLOYMENT/ PREVIOUS EMPLOYMENT

We need you to provide us with your complete employment history, and any gaps in your employment history of more than one month should be explained – for example, carers and childcare responsibilities.

*We may ask for references to cover a full five-year history, which may include time spent at school/further education. For this five-year history please provide full postal addresses, including postcodes.

If you were employed by an agency during that time we need to know the agency details and the companies that you were placed at.

If you have been self-employed during the last five years, this means that we will need to see your tax returns for that period if you are successful.

If you have been claiming benefits in the past five years we may contact the Benefits Office to verify this if you are successful.

4. QUALIFICATIONS & TRAINING/ PROFESSIONAL QUALIFICATIONS

Please give details of your education, qualifications and training, starting with secondary school.

PROFESSIONAL QUALIFICATIONS

If we have requested that you have a professional qualification for this job (like QTS, HLTA status), you will need to provide us with the relevant original certificates/registration documents.

5. TRAINING COURSES ATTENDED IF RELEVANT

Mention any short courses that you have attended, including dates, that are particularly relevant to the job you are applying for.

6. SUPPORTING STATEMENT & ACHIEVEMENTS

This section is your opportunity to tell us how you meet the criteria in the person specification. Take each relevant item and tell us about your skills, experience, knowledge and achievements.

Give specific examples of what you have done which prove your ability. If the person specification says, 'able to organise activities', you must do more than say, 'I am an organised person'. Give an example by describing something that you have done which tells us about the skills that you used and the steps that you took.

You can use examples from your home life, time spent in education, voluntary work or from your hobbies/interests if you do not have any formal experience.

7. REFEREES

You should provide the names and the addresses of two people who know you and who are able to comment on your suitability for the post. One of these should be your current or most recent employer. If you are a school or college leaver, give your head-teacher's or your tutor's name. It is always advisable to make sure that your referees know you have used their names before we contact them. The appropriateness and accuracy of references will be checked. You are also advised that any previous employer may be contacted to verify the details you provide.

8. REHABILITATION OF OFFENDERS ACT / DECLARATION

Please read this carefully before completion.

The DBS an Executive Agency of the Home Office, provides wider access to criminal record information through its Disclosure service. This service enables organisations in the public, private and voluntary sectors to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, especially that involving children or vulnerable adults. The DBS was established under Part V of the Police Act 1997 and was launched in March 2002.

Our borough's DBS & Rehabilitation of Offenders Policy is available upon request.

You can get more information about the DBS at [DBS Online](#)

Please make sure that you read and sign/positively tick the declaration.

All applicants are required to complete the online DBS form even if you do not have a criminal record.

We do not exclude people who are related to, or have a close personal relationship with our councillors, employees or school governors. We will make sure that they do not take part in the selection for this post.

MONITORING

This Authority has an Equal Opportunity in Employment Policy, which we ensure that we monitor to ensure that our employees reflect the community that we serve. The information provided will be treated in strictest confidence, is never available to the recruiting manager and will only be used for monitoring purposes.

Equality Statement

We at The Devonshire Hill Nursery and Primary School understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

We recognise that this Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We have high expectations of all pupils from across the ability range by aiming to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting. We will monitor the progress of all pupils in order for them to achieve their expected targets.

We are opposed to any member of the school personnel or others connected with the school being victimised, harassed or bullied by another based on assumptions about their status in the afore mentioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

In order to achieve the aims of this policy we will take measures of positive action to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school.

We work hard to maintain a positive ethos where all members of the school community work well alongside each other developing positive working relationships.

We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school.

We want school personnel to see the importance and derive a sense of fulfilment from their work in school but above all we want them to feel valued by everyone in the school community.

We wish to work closely with the House Captains and House Representatives to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

The school's full Equality Policy can be found at www.devonshirehill.com/policies. This policy was reviewed and endorsed by the Full Governing Body of The Devonshire Hill Nursery and Primary School on Wednesday 9th December 2015.

Safeguarding Written Statement

The Devonshire Hill Nursery and Primary School is a safe place for children, where our responsibilities for safeguarding children are taken seriously.

Through our curriculum we teach the children about personal safety, and how to keep themselves safe from harm. There is a strong anti-bullying ethos evident throughout the school. We teach our children how to recognise bullying, how to keep themselves safe from bullying behaviour and how to report it. We listen to our children.

Our curriculum includes opportunities to discuss feelings and emotions, and helps children to think about their own personal safety and their rights as individuals to be kept safe from harm.

We teach our children about the uses and misuses of drugs, at an age-appropriate time and level.

Our sex education program teaches children about keeping themselves safe from harm, at an age appropriate level.

We have clear guidance to help children to use the Internet safely.

Our policies and agreed practices for child protection, health and safety, behaviour management, attendance and looked after children all comply with the recommendations of safeguarding children at school. We have a trained and designated child protection officer and deputy officer, and a designated governor with responsibility for child protection practices at the school.

We have policies to manage potential allegations against staff, whistleblowing and the use of physical intervention.

Our staff recruitment policies and practices are rigorous and comply with safe recruitment and selection requirements. We always pursue identity checks and qualification checks and we take up and scrutinise written references before employment.

We require evidence of enhanced Disclosure and Barring Services (DBS) clearance before employing any staff, in addition to pursuing List 99 checks.

All governors, voluntary helpers, supply teachers, agency staff, and outside club and coaching staff are required to provide evidence of enhanced DBS clearance.

The governing body is regularly updated about child protection, bullying and safeguarding policies and practices by the Headteacher.

It is the responsibility of every adult in the school to ensure that we maintain the highest level of awareness about possible unsafe practices and deal with any issues immediately and appropriately.

This Safeguarding Statement should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy and Principles;
- Health and Safety Policy;
- Online Safety Policy;
- Disclosure and Barring Services Checks Policy;
- Anti-Bullying Policy;
- Supporting Pupils with Medical Conditions Policy;
- Lettings Policy.
- Sex Education and Relationships Policy;
- Attendance and Truancy Policy;
- Drugs;
- Safer Recruitment Policy;
- Whistleblowing Policy;
- Pupil Behaviour and Discipline Policy;
- Staff Handbook;

This written statement was reviewed and endorsed by the Full Governing Body of The Devonshire Hill Nursery and Primary School on Wednesday 9th December 2015.