



## **Job Description**

### **Pastoral Support and LAC (Looked After Children) Coordinator**

**Salary Grade: G SCP 26-29**  
**Term Time Only , Permanent Contract**  
**37 hours per week**

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#### **Line of Responsibility**

The Pastoral Support and LAC Coordinator is directly responsible to the Assistant Head Teacher (Pastoral)

#### **Job Summary**

The post holder will, under an agreed system of supervision, support the school in addressing the needs of students who require particular support to overcome behavioural, emotional or social barriers to learning in order for them to engage fully with learning in a mainstream context. In addition the person will be responsible for coordinating the statutory provision of reviews for LAC students.

#### **Core Responsibilities:**

##### **Support for Students**

- Support the school by taking a lead role in the management and delivery of behaviour & nurturing interventions for students.
- Greet pupils at the start of the day to ensure that there is excellent punctuality and behaviour.
- Challenge lateness and manage the late detentions with the Educational Welfare Officer.
- Manage the supervision of students within the internal exclusion unit.
- Provide pastoral support and guidance to selected students and assist in their behavioural, emotional & social development.
- Be responsible in undertaking comprehensive assessments of students to determine those in need of particular support and to target personalised interventions.
- Take a lead role, in conjunction with pastoral staff, with the development and implementation of Behaviour Improvement Plans (BIPs) for students
- Establish productive working relationships with students.
- Arrange and develop 1:1 and small group mentoring arrangements and provide support for students within the welfare suite.
- Support the school in managing the speedy & effective transfer of students across phases and for those who have been absent for behaviour related reasons.

- Provide information and advice to enable students to make choices about their own behaviour.
- Challenge and motivate students within the welfare suite as well as promote and reinforce self-esteem.
- Provide feedback to students in relation to their progress, achievement, behaviour and attendance.
- Support students and staff in a restorative process.
- Have a knowledge of all LAC students to include conduction of interviews in preparation for LAC. Monitor the progress of these LAC pupils and inform staff if there are movements from the agreed targets.
- Represent the school at Child Protection meetings.
- Build relationships with Managed Moved pupils.

### **Support for Teachers**

- Support students' in continuing their learning while they are not in lessons.
- Provide objective and accurate feedback and reports as required to other staff on students' achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Manage record keeping systems and processes for the internal exclusion unit.
- Have responsibility for the development and implementation of appropriate behaviour management strategies.
- Have a responsibility regarding the development, implementation and monitoring of systems relating to integration for those students who are not in lessons (e.g. registration, truancy, pastoral systems etc.)
- Administrative support e.g. dealing with correspondence, compilation/analysis/reporting on behaviour, exclusions and making phone calls etc. for those students in the internal exclusion unit.
- Collation of information from teaching staff regarding LAC pupils both before and after the LAC review.

### **Support for the Curriculum**

- Implement agreed learning activities/teaching programmes, adjusting activities according to learner responses/needs.
- Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for students to more effectively manage their behaviour.
- Use specialist knowledge and/or experience to be responsible for the preparation of plans.

### **Contacts**

- Students - significant interactions with students in small groups and one-to one on a daily basis.
- Staff - contact with members of staff who teach or tutor students; as well as with members of the pastoral team including Heads of House.
- Parents - contact parents in order to liaise about progress and IEPs etc.
- Outside agencies - working with pastoral staff especially the Assistant Head to arrange appropriate meetings or interventions.
- LEAs to coordinate the statutory LAC process and Child Protection process

- Social workers to coordinate the LAC process and Child Protection process



### Person Specification

#### Behaviour Welfare and LAC (Looked After Children) Coordinator

Knowledge and Skills		
Criteria	E/D	Evidence
An excellent knowledge of working within a secondary school environment and/or working with children of secondary school age.	Essential	A I R
Be computer literate and have a working knowledge of applications including Microsoft Word and Excel.	Essential	A C AT
Knowledge of relevant school policies for example Child Protection, Health & Safety, Equal Opportunities Policy.	Desirable	A I
Knowledge of the LAC process and the responsibilities of key individuals.	Desirable	I A

Personal Qualities		
Criteria	E/D	Evidence
Ability to be resilient.	Essential	R I
A belief that all pupils can achieve	Essential	I A

Ability to demonstrate commitment to Equal Opportunities.	Essential	A I
Willingness to participate in further training and development opportunities offered by the school and county, to further knowledge.	Essential	I A
To have a positive, friendly and welcoming demeanour.	Essential	I R
An excellent listener	Essential	I R

Qualifications and Experience		
Criteria	E/D	Evidence
A relevant qualification in working with young people.	Desirable	A C
Experience of working with children young people, parents/carers/families within the field of education, social care or the voluntary sector.	Essential	A I R
Experience of supporting and engaging children and young people in order to ensure access to the whole curriculum.	Essential	A I R
Experience of enabling children and young people to overcome barriers to learning and achievement.	Essential	A I R
Counselling/social work experience	Desirable	A
Management /coordination of multiple agencies	Desirable	A I R
Ability to establish appropriate and effective nurturing relationships with children and young people.	Essential	I R

Ability to demonstrate highly developed interpersonal and communication skills.	Essential	I R
Ability to organise own workload and demonstrate autonomy, initiative and creativity.	Essential	I A R
Ability to respond proactively to unexpected problems and situations.	Essential	R I AT
Ability to develop efficient record keeping systems.	Essential	AT
Ability to produce accurate and up-to-date records and reports as required.	Essential	AT
Ability to communicate with a range of audiences including other employees within the school, Governors, students and parents.	Essential	A I R
Ability to identify work priorities and manage own workload to meet deadlines whilst monitoring the workload of others for whom they may be responsible.	Essential	A I AT
Ability to show sensitivity and objectivity in dealing with confidential issues.	Essential	I
A driving license and use of a car, to travel to meetings	Desirable	A

Key for evidencing essential and desirable criteria:

- A: Application Form
- I: Interview
- R: References
- AT: Assessment Task
- C: Certificates