

Job Description

The Trust is committed to safeguarding and promoting the welfare and safety of young people and expects all staff to share this commitment.

Post title: Pupil Engagement Officer

Grade: H - I, SCP 17-24

Responsible to: Headteacher

Job Purpose:

- To contribute effectively to the management of all pupils' behaviour and to the achievement of the school's values and beliefs.
- To uphold the vision and aims of the Trust as detailed in the Behaviour Policy and other associated documents.
- To work cooperatively with and in support of all adults in the school.
- To liaise with all Trust Officers, stakeholders, including the local authority where appropriate, in the management of pupil behaviour.
- To work with all pupils in a courteous, caring and responsible manner at all times.
- To work with visitors to the school in such a way that it enhances the reputation of the school.
- To present oneself in an appropriate manner so that it upholds the values of the school.

Main responsibilities

Focus of the Role:

The postholder will:

- Ensure pupils' behaviour is in line with Trust expectation.
- Be an active member of the Pastoral Team.
- Take a lead on ensuring the behaviour protocols are effective and consistently delivered within the school environment or identified areas.
- Provide cover for the Learning Support Centre Manager when required.
- Take responsibility for duty points and support and supervise behaviour both within and outside the school on a daily basis to include before school, morning break, lunchtime and after school.

- Ensure every child will be able to circulate safely throughout the school and ensure this is reinforced by the ongoing and consistent presence of the PEO (Pupil Engagement Officer) on corridors within and between class times.

Provide support for pupils by:

- Monitoring and evaluating appropriate strategies for KS3/KS4 pupil behaviour tracking, target setting and mentoring.
- Providing effective care and guidance for pupils, including for those with SEND, Child Protection issues and Looked After with particular reference to ensuring effective safeguarding protocols are adhered to in a consistent manner.
- Monitoring behaviour, liaising with the School Attendance Case Manager, School Safeguarding Officer, Learning Support Centre Manager, form tutors, teachers and curriculum leaders and SLT and assisting with interviewing pupils and their parents, to encourage cooperation and support.
- Developing and maintaining positive relations with parents, fostering an open culture to encourage active involvement in their education.
- Completing all relevant administrative details on CPOMS and/or ARBOR relating to safeguarding and behaviour.
- Liaising with relevant internal and external staff, to contribute to the effective KS2-3 transfer and the induction of Year 7 or KS4 – Post 16 transfer.
- Using the school's reward system effectively and monitoring pupils' progress, celebrating achievements using assemblies, class visits and parental contact.
- Leading assemblies focused on particular themes and issues to ensure a breadth of suitable experience and exposure to contemporary life.
- Producing useful behaviour resources and training to the whole school.
- Providing an opportunity for pupils to have any issues or concerns identified and supported in advance of lessons
- Ensuring a highly visible presence which both reassures pupils and offers support for pupils who find present challenging behaviour at any point of the school day.
- Ensuring all break times will be safe and secure for pupils within recreational zones identified for pre-determined cohorts of pupils.
- Ensuring the pastoral team is supported at lunch time with the deployment of dedicated Enrichment Officers who will assist with the transition into lunch time and transition after lunch as normal time table resumes.
- Ensuring all pupils adhere to recreational zones codes of conduct which may differ given the possible nature of the activity set associated eg: sports/quiet reflection.
- Ensuring all year groups use agreed assembly points prior to return to lessons after any break. The expectation is for all classes to line in an orderly fashion before being permitted to return to the main school buildings.

- Ensuring the end of the school day all pupils exit the school in a safe and secure manner. This may necessitate PEO to be assigned to points beyond the school boundary to transition pedestrian pupils safely into the wider community.
- At the end of each day the pastoral team will meet as a collective and debrief on issues and discuss on-going case management. This provides a safe and secure space for the team to brief SLT, catch up with reports, data input and meet parents among other tasks.
- Ensuring all Safeguarding and CP issues are passed to the designated full time Safeguarding and Wellbeing Officers to ensure the necessary expertise is available on site to support those most vulnerable within our school community.
- Ensuring pupils are greeted to and from the bus in the morning and after school and an update on behaviour taken from the driver.
- Liaising with the Enrichment Officers and arranging cover if anyone is unable to undertake their duty.
- Being aware of, and informing the Enrichment Officers of the emergency procedures.
- Reporting directly to the Assistant Headteachers on issues, concerns and procedures.
- Providing induction training for new Enrichment Officers, including 'shadowing' and First Aid procedures.

Provide support for teachers:

- Liaising with teachers and departments in relation to behaviour and learning of individuals and groups of pupils.
- Promoting teamwork in order to ensure effective working relationships.
- Being responsible for initial parental contact as agreed in relation to persistent pupil behaviour and barriers to learning.
- To monitor, evaluate and review the effectiveness of behaviour protocols across the school.
- Assisting with home school liaison in line with agreed protocol.
- Managing pupil behaviour around the school.
- Providing emergency on call support as required throughout the school day.
- Managing relevant elements of parents' evenings, as agreed with the relevant senior staff.

Provide support for the school by:

- Taking the lead on identified aspects of behaviour for identified year group(s) or House, monitoring their progress and identifying barriers to learning and where intervention may be appropriate.
- Supporting the educational aims and objectives of the school's beliefs and values and to encourage staff and pupils to follow this example.

- Providing reports or information relating to pupil behaviour with detailed actions and proactive solutions as required.
- Inputting to the compilation of reports for Early Help Plans, Pastoral Support Plans, Respite placements and Supported Transfers.
- Supporting the establishment and maintenance of positive relations with parents/carers, support agencies and pupils.
- Attending and contributing to extra-curricular meetings.
- Pro-actively working to ensure successful transition arrangements are in place.
- Forming excellent working relationships with partner schools.
- Adhering to the school's / Trust's policies and procedures.
- Assisting in the production of relevant information as required by the Senior Leadership Team and NPCAT.
- Being aware of confidentiality issues particularly relating to child protection.
- Completing individual training and development and assisting in the training of new members of the team.
- Participating in the Trusts annual Performance Management Review with mutually agreed targets.
- Upholding policy and practice for equal opportunities and to promote non-discriminatory practices in all aspects of work undertaken.
- Organising and accompanying teaching staff and pupils on visits, trips and out of school activities.

Quality Assurance:

- Keep up-to-date with Ofsted criteria and judgements associated with behaviour and welfare and outcomes for pupils.
- Help to implement quality procedures and modify and improve procedures where required.
- Contribute to the process of monitoring and evaluation of administration in line with agreed procedures, including evaluation against quality standards and performance criteria.

Management Information and Administration:

- Maintain Trust approved recording systems that are used to provide evidence of effective behaviour for all staff and parents.
- Provide all relevant information as and when required in a timely and acceptable manner.

Communication:

- Maintain effective links throughout the school and with parents.
- Communicate and consult with all staff as needed.
- Promote a positive service to both staff and pupils.

- Communicate and cooperate with internal/external individuals and bodies as appropriate.
- Follow all policies within the school.
- Follow all Trust policies.

Marketing and Liaison:

- Contribute to the development of effective, relevant links with external agencies and with our associated schools.
- Develop information for parents/carers on behaviour issues.

Management of Resources:

- Contribute with other staff to ensure a sharing and effective use of resources to the benefit of the schools and pupils.
- Attend all CPD as refined by the Line Manager or in line with the personal development plan.

Other Specific Duties:

- Whilst every effort has been made to explain the duties and responsibilities of the post, each individual task may not be identified. Employees are expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.
- The Trust will endeavour to make the necessary adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Safeguarding, Equality & Diversity and Health & Safety

- To safeguard and promote the welfare of for whom you have responsibility or come into contact with, to include adhering to all specified procedures.
- To carry out your duties with full regard to the NPCAT's Equality Policy and objectives.
- To comply with Health and Safety policies, organisation statements and procedures, report any incidents/accidents/hazards and take a proactive approach to health and safety matters in order to protect both yourself and others.

Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this Job Description. Employees should be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Trust 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. We will consider any reasonable adjustments under the terms of the Equality Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

This Job Description may be altered to reflect or anticipate changes in the job which are commensurate with the salary and job title.

The job-holder will ensure that Trust policies are reflected in all aspect of his/her work, in particular those relating to:

- (i) Equal Opportunities*
- (ii) Health and Safety*
- (iii) General Data Protection Regulations (2018)*
- (iv) Safeguarding*

Person Specification

Stage	Essential		Desirable	
Qualifications	E1	Nationally recognised qualifications: minimum of 5 A* – C grades include English and Maths or relevant Level 3 (NVQ) qualification.	D1	Experience of further relevant professional development.
Experience	E2	Successful pupil support and guidance work.		
	E3	Successful and effective delivery on improving pupil behaviour and attendance.		
	E4	Supporting pupils' educational attainment.		
	E5	Partnership working.		
Knowledge and Abilities	E6	The ability to work effectively and sensitively with a range of groups and individuals, whilst pursuing agreed aims.		
	E7	An ability to communicate effectively with a wide range of people and groups.		
	E8	Good degree of skill in communications, verbal and written.		
	E9	The ability to instil and facilitate a culture of calm, ordered and reasoned purpose.		
	E10	Ability to set clearly-articulated goals to track progress of pupils and adapt strategies to achieve them.		
	E11	The ability to use ICT for personal and professional use.		
	E12	Actively promote the vision and beliefs of the school.		
Personal Qualities and Skills	E13	Demonstrate a belief in the role of the school in developing citizens for the future.		
	E14	A strong belief in education which values and encourages learning for life.		

	E15	Strong personal credibility based on high levels of probity and the ability to form effective and mutually respectful interpersonal relationships with a variety of stakeholders.		
	E16	An understanding of and sensitivity towards issues faced by vulnerable young people and their families.		
	E17	A professional approach, particularly with regard to issues of confidentiality.		
	E18	Excellent literacy, numeracy and ICT skills.		
	E19	Proven organisational skills. Ability to work proactively on own initiative and as part of a team.		
	E20	Good analytical and judgemental skills with the ability to adapt and meet others needs.		
	E21	Ability to manage time effectively.		
	E22	Ability to promote a positive school ethos.		
	E23	Ability to remain calm when faced with stressful/difficult situations.		
	E24	A commitment to equality and inclusion and the overcoming of barriers to education.		
	E25	A commitment to promoting the welfare of children and young people in line with the school's Safeguarding Policy.		
	E26	To deal effectively with parents and pupils in the context of complex and contentious issues on behalf of the school.		
	E27	Be willing to work flexibly to meet the demands of the post.		
Professional Skills and Abilities	E28	Professional appearance, conduct and attitude.		
	E29	To be an exemplary leader in dealings with staff, parents, pupils and outside agencies.		
	E30	A committed life-long learner, willing to undertake further training.		

	E31	Empathy with young people.		
	E32	Firm, but approachable manner.		
	E33	Ability to command respect and deal with pupils authoritatively.		
	E34	Ability to deal with pupils in a fair and consistent way.		
	E35	The ability to deal calmly with emotionally demanding young people and parents who may exhibit anger, distress or frustration.		
Strengthening the Community	E36	Support and seek to develop the distinctive ethos of the school.		
	E37	Collaborate and network with other schools.		
	E38	Recognise and take account of the richness and diversity of the school's communities.		
	E39	Build and maintain effective relationships with parents, carers, partners and the community that enhance the education of all pupils.		
Other Requirements	E40	Application forms should be completed in full.		
	E41	Personal Statement should be clear and concise.		
	E42	Personal Statement should address the criteria identified in the Person Specification.		
	E43	Professional appearance and demeanour. Excellent role model.		
	E44	Working outside of school hours will be required.		
	E45	Ability to meet the travel requirements of the post.		