

JOB DESCRIPTION

Online Pastoral Tutor

Reporting to:	Senior Teacher
Starting Salary:	£27,284 - £30,592 per annum (TCES Salary Band 6.01)
Location:	Remote (With agreed scheduled travel for training)
Contract:	Permanent, Term time only

Job Purpose

The TCES National Online School delivers therapeutic education virtually to pupils with complex co-morbid needs, including pupils with neurodiverse identities and emotionally based school avoidance (EBSA) which present barriers to them accessing mainstream school-based education.

The Pastoral Form Tutor is an integral part of the multi-disciplinary team around the young person, working with pupils to engage with interventions around relationship building, independence, social skills, behaviour management and empowerment. The Pastoral Form Tutor provides consistent support to a pupil, or class of pupils, to engage with the virtual learning environment, providing a range of nurturing and therapeutic approaches to enable pupils to have positive learning and social outcomes. The Pastoral Form Tutor is paramount to the pupil moving from dependence to independence.

Under the guidance of the TCES National Online School's Senior Leadership Team (SLT) and wider experts in the organisation, the Pastoral Form Tutor is responsible for the day-to-day delivery of the Inclusion Model within the school (Group Work, Focused Assemblies, Nurture and Relationship Mentoring) which facilitates a cohesive, nurturing, and productive learning environment for pupils.

Main duties and responsibilities

Be the link between families and TCES National Online School, monitoring and addressing issues regarding pupil attendance, punctuality and overall outcomes.

Engage with lines of communication with all partner agencies and parents/carers as required.

Be well organised and prepared for each lesson or session, with a working attention to detail of each pupils' Education, Health and Care Plans and the related needs and targets.

Support a small class of pupils as a Pastoral Form Tutor, providing a formal consistent contact with pupils each day, establishing positive relationships and supporting the pastoral care of each pupil in the class.

Attend and take part in meetings, training and other group events as required, both virtually and on occasion in person (when scheduled in advance).

Be involved in the transition period of pupils integrating and beginning engagement in the TCES National Online School.

Update pupil records regularly as required.

Lead focused topic-based assemblies.

Deliver PSHE learning (planned and directed by a TCES teacher) as required.

Monitor and support pupils progress through their EHCP, provide further pastoral support and 1:1 focused relationship building sessions when necessary.

Support the class teacher in ensuring the best possible outcomes for pupils; including the delivery of lessons, supporting pupils online in breakout rooms, and related educational activities as specified in the pupils' EHCP and any other relevant documentation.

Liaise with class teachers and SLT in completing comprehensive risk assessments, pupil pathway plans and associated documentation.

Alongside teaching staff, initiate a system of rewards within the online classroom which act as strategies to encourage achievement and the development of self-esteem.

Working with input from the wider TCES team (including therapists and social workers), look at our pupils holistically and draw on a wide range of social care, therapeutic and teaching strategies to meet pupil needs.

Adhere to both Local Authority and TCES' Child Protection Procedures and ensure at all times that the welfare of the pupil is paramount.

Complete contracts of work and behavioural contracts with pupils, with involvement from their families.

Promote the safety and well-being of the pupils at all times and ensure that any Child Protection/Family Protection concerns are communicated appropriately and swiftly to senior TCES staff so that all necessary measures may be taken to safeguard and support those concerned.

Ensure that pupils & parents/carers understand the TCES Complaints Procedures and their right to remain free from harm.

Contribute towards half termly written reports for all pupils and attend reviews when required.

Prepare and submit reports for parents/carers and Local Authorities within given time frames.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.

PERSON SPECIFICATION

Education and Qualifications

Numeracy and Literacy qualifications at level three or above (or equivalent qualifications).

Relevant qualifications and certified training courses relating to Education / Social Work / Youth Work or willingness to work towards a qualification if not already held (D).

Knowledge and experience

Minimum of one years' experience of working directly with high risk and complex pupils in a recognised setting such as social work, youth work or education (ideally online or virtually).

Substantial experience of working with pupils with Social, Emotional and Mental Health (SEMH) needs, Emotionally Based School Avoidance (EBSA) and a working knowledge of best practice in supporting neurodiverse pupils.

Clear understanding and knowledge of the National Curriculum, teaching, assessment and behaviour management strategies that facilitate effective learning and progress.

Knowledge and experience of the importance of cultural identity to young people, child protection guidance and commitment to safeguarding pupils and staff.

Skills and ability

Discretion and confidentiality of service users and to work in line with the guidance and procedures of Data Protection legislation.

Proficient IT skills, with the ability to use virtual learning environments to deliver positive learning experiences.

Ability to work independently and in a task-focused way as directed or guided, according to set targets drawn from pupil's Individual Education Plan.

Ability to develop specific areas of expertise to support pupils in a small online group setting.

Good interpersonal skills and the ability to develop constructive and appropriate relationships with all stakeholders, modelling positive personal and professional conduct.

Ability to engage in direct work with pupils, to include effective communication, good listening skills, understanding of children and young people's needs.

Resilient, committed, and a hard worker – able to keep going in the face of adversity and never giving up

Ability to understand the strengths and needs of students emotionally and academically (D).

Other

Commitment to safeguarding and promoting the welfare of children and young people.

Commitment to Equality and Diversity

Commitment to TCES values

D = Desirable

July 2024