



THE ROSE SCHOOL

CANDIDATE INFORMATION PACK

PASTORAL
INTERVENTIONSUPPORT
WORKER

DOCUMENT CONTROL

Information

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| Creation date | 10/02/2025 |
| Recruitment Lead for post | Darren Perry |
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| Template version | Candidate Information pack |
| Category | Recruitment |
| Role | Pastoral Intervention- Support Worker |
| Closing Date | Monday 24th February 2025 |
| Interview Date | Friday 28th February 2025 |
| Start Date | As soon as possible |
| Salary Grade | HLTA – Grade 7 - Point 19 |

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Introduction to the role

Do you want to work in a unique SEN school where your support will make a real difference to pupils' lives and ambitions for their future?

The Pastoral Team provides essential support to all our pupils, being responsible for dealing with issues such as behaviour, safety, well-being, mental health, attendance, friendship disagreements and home issues. The role is very challenging, requiring resilience, flexibility, creativity, and instinctive approach to meeting students' needs.

Good communication skills are crucial in liaising with students, staff, parents/guardians, and professionals.

The successful candidate must demonstrate effective use of behaviour management strategies and be able to work using their own initiative while following policies and procedures. The successful candidate must be confident in team teach and be strong at de-escalation strategies.

For more information about the school please visit our website www.theroseschoolburnley.co.uk. Please read the job description and person specification contained within this document carefully.

For more information on the role, please speak to the recruitment lead for this post Acting Deputy Head Peter Swarbrick

The Rose School is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be subject to an enhanced DBS check. The post you are applying for is covered by the Rehabilitation of Offenders (Exceptions) Act 1975. If successful you will be required to apply to the Disclosure and Barring Service for a 'disclosure'.

Applications must be accompanied by a supporting letter and be a maximum of 2 side of A4 and in font size 12.

Rehabilitation of offenders Act 1974 - details of any criminal record spent or unspent should be sent to the Chair of Governors at the school address by the closing date.

Completed applications must be submitted electronically to: sbm@rose.lancs.sch.uk

Thank you for your interest in the role and we look forward to hearing from you soon.

Clare Chamberlain

School Business Manage

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About the school

Who Are We?

The Rose School is a Secondary Special Day School in East Lancashire. The Rose School is a small school that welcomes young people who face social, emotional, and mental health challenges. All pupils have an EHCP for SEMH or ASD. We provide a safe, caring, and supportive environment where each child’s progress is central to our aims and purpose. We provide specialist support and guide each pupil on their individual journey, using rewards and consequences to encourage pupils towards greater responsibility and positive choices.



What Do We Do?

Here at The Rose School, we believe that all our pupils are unique, special, and deserving of the best education we can provide. We unearth their uniqueness and enrich it with education, allowing them to flourish on the next step of their journey.

We offer a range of subjects and other opportunities that allow pupils to find what excites and inspires them, creating a lifelong interest in learning. Activities promoting independence, responsibility and leadership help to uncover strengths, which the pupils can use in the pursuit of success. Achievement may be academic or vocational or about personal growth, but it always begins with a pupil unearthing their unique potential.

Why Do We Do It?

Every member of staff who works at The Rose School believes in the young people we support. We listen and encourage each child to be their own guide along the route to success. We know that pupils learn best when they feel safe, nurtured, and listened to in an environment that offers creativity alongside stability and routine. Our broad curriculum is relevant, rewarding and prepares pupils for adult life.

Pupils achieve more when they have a sense of well-being and belonging. Our school pays individual attention to each pupil to ensure they find their own way by accessing appropriate learning opportunities and receiving individual support.



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Personal Specification

| Post Title | Pastoral Intervention- Support Worker | |
|---|--|---|
| Grade | HLTA – Grade 7 – Point 19 | |
| Personal Attributes required. (on the basis of the job description) | Essential (E) or Desirable (D) | To be identified by: application form (A), interview (I), reference (R) |
| Qualifications <ul style="list-style-type: none"> • NVQ level 2 or above qualification– appropriate to the post (or equivalent) • Level 2 or equivalent qualification in English/Literacy and Mathematics/Numeracy | D D | A A |
| Experience <ul style="list-style-type: none"> • Experience of working with or caring for children of relevant age • Experience of working in a relevant classroom/service environment • Experience of Administrative work • Experience of supporting pupils with challenging behaviour • Experience of supporting pupils with SEND • Experience working in a Pastoral role | D D D E E D | I I I A/I A/I A/I |
| Knowledge/Skills/Abilities <ul style="list-style-type: none"> • Ability to operate at a level of understanding and competence equivalent to NVQ Level 2 standard. • Ability to relate well to children. • Ability to work as part of a team. • Good communication skills • Ability to supervise and assist pupils. • Time management skills • Organisational skills • Knowledge of classroom roles and responsibilities • Knowledge of the concept of confidentiality • Administrative skills • Knowledge of National curriculum • Ability to make effective use of ICT. • Flexible attitude to work • Physical Intervention/De-escalation Trained • Physical Intervention/De-escalation Experience | E E E E E D D D D E E E D D D D | A/I A/I A/I A/I A/I A/I A/I A/I A/I A/I A/I A/I A/I A/I A/I |

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| Personal Qualities <ul style="list-style-type: none"> • An ability to work well with colleagues, pupils, parents, and other stakeholders. • Ability to work as part of a team. • Excellent communication skills (oral and written) • Sense of humour • Enthusiastic, self-motivated, hardworking, and dedicated • High expectations and standards • Good attendance record • An ability to establish and manage professional relationships. • Approachable and accessible • Resilient, particularly when facing difficult and challenging situations. • Confident to deal with the most challenging of behavioural issues | <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> | <p style="text-align: center;">A/I/R</p> <p style="text-align: center;">A/I/R</p> <p style="text-align: center;">A/I/R</p> <p style="text-align: center;">A/I/R</p> <p style="text-align: center;">A/I/R</p> <p style="text-align: center;">A/I/R</p> <p style="text-align: center;">A/I/R</p> <p style="text-align: center;">A/I/R</p> <p style="text-align: center;">A/I/R</p> <p style="text-align: center;">A/I/R</p> |
| Other <ul style="list-style-type: none"> • Commitment to safeguarding and protecting the welfare of children and young people. • Commitment to equality and diversity • Commitment to health and safety • Fully support our vision for the best outcomes for all children • Commitment to all aspects of school life, extracurricular, extended school activities and residential visits • Commitment to undertaking professional development | <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">D</p> <p style="text-align: center;">E</p> | <p style="text-align: center;">A/I/R</p> <p style="text-align: center;">A/I/R</p> <p style="text-align: center;">A/I/R</p> <p style="text-align: center;">A/I/R</p> <p style="text-align: center;">A/I/R</p> <p style="text-align: center;">A/I/R</p> |

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Job Description

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|---|---|
| Post Title | Pastoral Intervention- Support Worker |
| Grade/Salary | HLTA – Grade 7 – Point 19 |
| Location | The Rose School |
| Responsible to | Exec Headteacher/Deputy Head/Senior Leadership Team |
| Purpose of the role (job statement) | |
| <p>Under the general supervision and direction of Pastoral Lead and the SLT team. The Pastoral Intervention HLTA will support the day-to-day behaviour management of the school. The successful candidate will be expected to deal with the most challenging pupils in school through a nurturing, deescalating approach.</p> <p>They will provide behaviour support encouraging pupils to take ownership of their behaviour through a pastoral approach.</p> <p>They will provide Interventions for individuals and groups of pupils to support their academic progress and achievement.</p> | |
| Main Activities | |
| Support for pupils | |
| <ul style="list-style-type: none"> • Supporting pupils to engage in education • Support pupils in crisis • Provide fundamental life skill lessons to students • Provide wellbeing support to students • Provide a pathway for students to return to the classroom • Work creatively to promote engagement of students • Under the general supervision and direction of the teacher to implement structured learning activities for individuals and groups of pupils <ul style="list-style-type: none"> • To undertake activities in order to monitor the personal social and emotional needs of pupils • To develop positive relationships with pupils to promote pupil progress and attainment • To assist in the devising of pupil's individual targets and their monitoring and review • Support pupils as part of a planned inclusion programme <ul style="list-style-type: none"> • To implement specific programmes with individual pupils or groups appropriate to the developmental needs of individual children throughout different curriculum areas • To assist in the development of varying skills that support pupils' learning • To assist in the specific medical/care needs of pupils when specific training has been undertaken • Log accurately all Pastoral matters using school systems • Communicate with parents/carers clearly, timely on all pastoral issues | |

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| <p>Support for the school</p> <ul style="list-style-type: none"> • To assist in providing an atmosphere in which effective learning can take place • To support the promotion of positive relationships with parents, carers and outside agencies • To work within school policies and procedures • To attend staff training as appropriate • To take care for their own and other people's health and safety • To be aware of the confidential nature of issues related to home/pupil/teacher/school work |
| <p>Support for the curriculum</p> <ul style="list-style-type: none"> • To monitor and record pupil progress and developmental needs • To produce relevant classroom/Intervention resources • To undertake classroom administrative tasks including the maintenance of records • To assist in pupil supervision and assist in the management of pupil behaviour • To provide information to the class teacher to assist in the planning of work programmes • To liaise with the school's nominated person in respect of pupil absence • To assist the delivery of educational and developmental work programmes • To support the use of ICT in learning activities |
| <p>School Ethos</p> <ul style="list-style-type: none"> • Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and pupils to follow this example • Promote actively the school's corporate policies • Comply with the school's health and safety policy and undertake risk assessments as appropriate |

The school 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. This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

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Additional Information

The above document sets out the area of work in which duties will generally be focused and gives an example of the type of duties that the postholder could be asked to carry out. PLEASE NOTE that this is for guidance only. Postholders are expected to be flexible and to operate in different areas of work/carry out different duties as required.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have responsibility for their own health and safety and that of others when carrying out their duties and must co-operate with us to apply our general statement of health and safety policy.

Safeguarding Commitment

We are committed to protecting and promoting the welfare of children, young people, and vulnerable adults.

Customer Focus

We put our customers’ needs and expectations at the heart of all that we do. We expect our employees to have a full understanding of those needs and expectations so that we can provide high quality, appropriate services always.

Skills Pledge

We are committed to developing the skills of our workforce. All employees will be supported to work towards a level 2 qualification in literacy and /or numeracy if they do not have one already.

Disclosure and Barring Service (DBS)

The Rose School is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be subject to an enhanced DBS check. The post you are applying for is covered by the Rehabilitation of Offenders (Exceptions) Act 1975. If successful you will be required to apply to the Disclosure and Barring Service for a 'disclosure'.

References

At least two references are requested for each shortlisted applicant, one of which must be the current or most recent employer. If the applicant is not currently working with children, but has done so in the past, a third reference maybe sought from the employer for whom the candidate was most recently employed to work with children. We will always consider your references before confirming a job offer in writing.

Applying

Completed applications must be submitted electronically to: sbm@rose.lancs.sch.uk

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