

Brentwood Ursuline Convent High School



Job Description

Job Title	Pastoral and Inclusion Support Co-ordinator
Grade	2026 Scale 4 (Fringe) Point 9
Reports to	Senior Leadership Team
Liaison with	Headteacher, Senior Leadership Team, Heads of Year, Heads of Department, Teaching and Support Staff, Students, Parents/Carers, Local Authority SEND Services, Invigilators.
Job Purpose	To provide high-quality pastoral and inclusion support for students, promoting their wellbeing, personal development and successful engagement in school life. The postholder will work proactively with students experiencing social, emotional, behavioural or other barriers to learning, providing early intervention, practical support and positive relationships that enable them to thrive. Working closely with pastoral leaders, the SEND team, families and external agencies, the postholder will help identify emerging needs, coordinate appropriate support and contribute to a culture where every student feels safe, valued and able to achieve their potential.
Days and Hours	Term Time plus two weeks (compulsory Inset and Exam Results Period) 35 hours per week over 5 days. Usual hours are likely to be 08.30 – 16.00 including 30 minutes unpaid lunch break (to be taken outside school lunch hour). Note there is a requirement for some evening work on occasions e.g. Parent Events.
KEY RESPONSIBILITIES:	
Student Pastoral Support and Wellbeing	• Build positive, professional and trusting relationships with students, providing pastoral, emotional and practical support to promote wellbeing and successful engagement in school life. • Act as a key worker for identified students, providing regular mentoring, check-ins and targeted interventions to address barriers to learning. • Support students experiencing social, emotional, behavioural, medical or personal challenges, helping them to develop resilience, confidence and independence. • Promote positive attendance, engagement and participation, supporting students to remain successfully engaged in learning throughout the school day. • Support students during periods of transition, including entry to the school,

	reintegration following absence or suspension, and other key points in their educational journey.
Inclusion Support	• Work collaboratively with the Inclusion Team to identify, monitor and respond to the needs of vulnerable students, ensuring appropriate support is in place. • Assist in the coordination and administration of inclusion processes, maintaining accurate records and contributing to the implementation and review of individual support plans. • Support staff in implementing agreed strategies and reasonable adjustments that enable students to access learning and participate fully in school life. • Liaise with families and external professionals to ensure effective communication and coordinated support for individual students. • Contribute to the school's inclusive culture by promoting belonging, participation and equality of opportunity for all students.
Character Development and Student Engagement	• Support students in developing positive attitudes to learning, strong conduct and the personal qualities needed to thrive both in school and beyond. • Promote the school's values and expectations through positive relationships, encouragement and restorative conversations, helping students to make responsible choices and contribute positively to the school community. • Work alongside pastoral leaders to identify and address emerging barriers to engagement, providing timely support that enables students to participate fully in school life. • Encourage students to develop resilience, independence, respect and a sense of personal responsibility, supporting their character formation and personal development. • Contribute to a calm, inclusive and purposeful school environment where every student feels safe, valued and able to flourish.
Partnership Working	• Develop positive relationships with parents and carers, maintaining regular communication to support student wellbeing and progress. • Work collaboratively with colleagues, external agencies and other professionals to coordinate support and secure positive outcomes for students. • Attend and contribute to relevant meetings, reviews and multi-agency discussions as required. • Support effective transition arrangements for vulnerable students joining, moving within or leaving the school.
General Responsibilities	• Maintain accurate, confidential and timely records in accordance with statutory guidance, school policies and data protection requirements. • Contribute to safeguarding and child protection procedures, reporting concerns promptly in line with school policy. • Undertake other duties appropriate to the grade of the post, as reasonably directed by the Headteacher or Senior Leadership Team, in support of the school's pastoral and inclusion priorities.

Other Duties (note: these may vary dependant on the requirements of the day)	• To undertake reception duties as required and the taking and distributing of messages, including answering the main switchboard during peak periods. • To provide First Aid back up to students, staff and visitors in case of need (training will be provided). • To be able to cover various administrative areas in case of staff absence. • Mid-day assistant • Before and after school duties • Break and Lunch Duty • Library Duty • Lunchtime / Homework Club • Dept Administration
General	• To participate in the performance and development review process, taking personal responsibility for identification of learning development and training opportunities in discussion with line manager. • To comply with individual responsibilities, in accordance with the role, health and safety in the workplace. • To be aware of the ethos of this Catholic school. • Ensure all duties and services provided are in accordance with the School's Equal Opportunities Policy. • The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. • The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

PERSON SPECIFICATION
Clerical/Admin 'D' (Secondary)

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	Experience of administrative work in a busy office environment Educated to NVQ Level 2 or equivalent
	Knowledge of relevant policies and procedures	Knowledge of general school policies and procedures
	Literacy	Good reading and writing skills
	Numeracy	Ability to count and undertake basic calculations
	Technology	Ability to use photocopier Ability to use word processor and basic databases
Communication	Written	Ability to complete forms, write routine letter
	Verbal	Ability to exchange verbal information clearly and sensitively with children and adults
	Languages	Seek support to overcome communication barriers with children and adults
	Negotiating	Ability to consult with colleagues
Working with children	Behaviour Management	Understand and implement the school's behaviour management policy
	SEN	Understand and support the differences in children and adults and respond appropriately
	Curriculum	Basic understanding of the learning experience provided by the school
	Child Development	Basic understanding of the way in which children develop
	Health & Well being	Understand the importance of physical and emotional wellbeing Ability to support children who may be unwell
Working with others	Working with partners	Understand the role of others working in and with the school
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to work effectively with other adults in the school Ability to work on own
	Information	Ability to provide timely and accurate

		information
Responsibilities	Organisational skills	Good organisational skills
	Line Management	N/A
	Time Management	Ability to manage own time effectively
	Creativity	Ability to follow instructions
General	Equalities	Demonstrate a commitment to equality
	Health & Safety	Good understanding of Health & Safety
	Child Protection	Understand and implement child protection procedures
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality
	CPD	Be prepared to develop and learn in the role