



School Receptionist and Pastoral Support Staff

School Receptionist

The School Receptionist is the first point of call for visitors to the school, parents, staff and children. As the 'face' of the school the receptionist should be welcoming, personable, helpful and able to represent the School in a professional and friendly manner. In addition it is essential that the person for this role is organised, able to multitask, work flexibly and have a 'can do' approach to work, as no two days are the same. The receptionist is also required to assist with various administrative tasks, requiring a good level of IT skills and organisation.

Key Responsibilities

- To act as the first point of contact for the school: welcoming visitors and responding to telephone enquiries in a helpful and constructive manner and ensuring that appropriate actions are taken in a timely manner.
- To answer the intercom CCTV system whilst having a high regard for security and safeguarding.
- Ensuring entry to the premises is controlled and that all visitors sign in and take a visitor badge, recording DBS numbers where appropriate.
- Receive, sort and distribute all packages, deliveries and mail.
- Ensuring that the reception area/staff room and is kept smart and tidy.
- To provide administration assistance as required by the leadership team.
- General clerical and administrative tasks such as photocopying, printing, faxing, laminating etc.
- To undertake filing and photocopying; to assist users with the operation of the photocopier.
- To monitor the late arrival of pupils and maintain an accurate and up to date computer and paper based records and files.
- To support in managing the school calendar- adding and removing content as appropriate
- To assist in arrangements for meetings and make room bookings
- Assisting with the maintenance of the school's confidential computerised database of information (Management Information System) on pupils and staff, and producing reports from same
- Assisting in the maintenance of the school's filing systems

Cover and Agency staff

- To support in communicating with external agencies and book agency staff when required
- Liaise with extended leaders regarding assigned classes for agency staff

- To complete timesheets at the end of the week for the accounts team

General

- Ensure that all duties and responsibilities are discharged in accordance with the schools health and safety at work policy.
- Participate in the school performance management scheme, ensuring that performance standards/targets are set and met within the agreed time scale.

Qualifications and Skills

- Previous experience as a receptionist
- A good level of computer / IT skills including word/excel
- Experience of using databases
- Experience of using CMIS and/or ParentPay
- Excellent organisational skills and ability to prioritise workload
- Excellent interpersonal and communication skills, in person, telephone and written
- Ability to work independently and as part of a team
- Excellent Customer Service Skills, with the ability to use discretion, patience, tact and respect for confidentiality.

Experience:

- Of working in a busy environment of working on a busy reception
- Of working in a school of multitasking and working flexibly of team working
- Of Experience of working with people
- Demonstrable experience of working with systems and procedures

Pastoral Support

To assist the Head Teacher in the leadership and management of our pastoral provision in the school, to achieve the outcomes required by Government regulations and the school policies adopted by the Board of Trustees and the Local Governing Body. Develop high quality of pastoral ethos within the Academy. Provide an excellent provision for learners with SEND.

Duties and responsibilities

- To provide high quality care for all pupils
- Ensure that all children and young people are treated with dignity and respect, in an environment which reflects the importance of and their right to be treated as valuable worthwhile individuals
- To support and guide all pupils in their personal development
- To help reduce the social and emotional barriers to learning for vulnerable pupils
- To work closely with the behaviour management team in order to cross reference concern (Behaviour / Safeguarding).
To investigate safeguarding concerns in line with the Academy Safeguarding policy and keep children safe in education.
- To contact and meet with parents where appropriate

- To work in collaboration with Birmingham Children Trust and any external agencies with professionalism and high expectations for the care needed from these agencies to support our learners and their families.
- To provide administrative support to the Safeguarding Team, including producing reports on individual pupils and groups of pupils
- To ensure that our record keeping is clear, transparent and accurate using *myconcern* for confidentiality and security purposes
- Referring all cases of suspected abuse of any pupil at the Academy Birmingham Children's Trust
- Supporting staff who make referrals to local authority children's social care
- Referring to the Head Teacher only, any child protection concerns which involve a member of staff (allegation against staff) and ensure that the Local Authority Designated Officer (LADO) team have been consulted - It is not the role of the Deputy DSL to investigate allegations of abuse or neglect by members of staff working or volunteering with children in school. This falls to the Head teacher or to the Chair of the Board where the allegation is against the Head teacher. Please refer to the allegation against staff flowchart.
- Taking part in strategy discussions and inter-agency meetings and/or to supporting other staff to do so and to contribute to the assessment of children
- Referring cases to the SPOC (Single point of Contact/DSL) or the Channel programme (and supporting staff who make referrals) where there is a radicalisation concern
- Making referrals to the police where a crime may have been committed which involves a child (FGM, Peer on Peer Abuse, please refer to most up to date KCSIE)

Training

The DSL & Deputy DSL should receive appropriate child protection training every two years (and refresh their knowledge and skills through network meetings, email updates and documents on an ongoing basis) in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the Academy's Safeguarding/child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Understand and support the Academy with regard to the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation by following the guidance from the Academy SPOC.
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, amongst all staff, in any measures the Academy may put in place to protect them

Communication

The Pastoral Support Staff must have the ability to:

- Empathise with Learners and parents, using diplomacy and sensitivity in handling a wide range of complex situations.
- Effectively communicate with Learners who are putting up barriers to learning and persuading them to accept the range of support on offer.
- Prioritise work with learners, teachers, support staff, SMT/SLT and colleagues in outside agencies whilst under pressure.
- Communicate effectively with all stake holders
- Be able to create reports on specific area of our pastoral provision

Raise awareness

- ensure the Academy safeguarding/child protection policies are known, understood and used appropriately;
- ensure the Academy staff are trained well and understands the importance of good safeguarding practice
- that referrals about suspected abuse or neglect may be made and the role of the Academy in this; and link with the Local Safeguarding Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- ensure that staff feels listened to, safe and able to challenge DSLs' decision at all times for the benefit of keeping our learners safe
- ensure that updates are sent on various areas of pastoral care
- ensure that families are aware of our processes and have the opportunity to access external and internal support under early help and beyond

Role specific support required

Engage and involve the community – engaging the whole school community (staff, students and parents) is a key strategy to promote pastoral care.

Review student wellbeing outcomes – a variety of measures can be used by schools to conduct this assessment.

Map policies and practices against outcomes – identify existing overlaps and gaps; assess appropriateness and effectiveness of current systems, practices, policies and services in relation to identified wellbeing outcomes.

Enable staff to reflect on their own pastoral care practices – clarify each person's pastoral care role, explore how actions, and relationships with students can enhance or harm student wellbeing.

Decide what needs to be stopped, started and kept – this determination by staff is particularly important given the often limited resourcing for pastoral care.

Clearly delineate roles and responsibilities – this needs to be explicit and clearly understood by all; can reduce the burden often experienced by pastoral care leaders and encourages all to contribute to the culture of care.

Communicate progress regularly – to ensure ongoing engagement update the wider school community on pastoral care activities and processes.

Provide sufficient capacity and resources – a pastoral care 'master plan' can be used to guide and monitor ongoing implementation.

Skills & Experience and Training & Qualifications

Essential

- Experienced in undertaking Pastoral duties or professional qualifications and experience in the field of social work.
- An experienced DSL/DDSL with the ability to manage complex cases

- Ability to promote integrated working and positive partnerships, including between school/home/external agencies
- Outstanding standard of professional record keeping
- Have (or be prepared to complete) up to date DSL Level Training
- Have an up to date driving license & willing to carry out Safe & well checks

Desirable

- Experience of a similar role or taking on professional responsibility in a related field
- Experience in an SEND setting
- Experience of embedding new practice in the workplace

Signed Date