



Shakespeare Road, Eastleigh, Hampshire, SO50 4FZ
Cherbourg Road, Eastleigh, SO50 5EL
Telephone: 023 8064 1232 Fax: 023 8062 9373
Email: krista.dawkins@crestwood.hants.sch.uk

11 – 16 Mixed Comprehensive NOR 1,500 (across two campuses)
Head Teacher: Krista Dawkins

Pastoral Support Assistant

Grade D - £23,025-£25,333 (FTE: £26,918-£29,616)

37 hours per week: 8am- 4pm Monday to Thursday, 8am-3.30pm Friday. Term time only

Crestwood Community School is one school, with two campuses serving central Eastleigh. We are looking to appoint an enthusiastic and committed individual to undertake the role of Pastoral Support Assistant, mainly based on our Cherbourg Campus, but may be required at Shakespeare campus as required. The post holder would join a team of four others across both campuses. The role involves dealing with daily issues that arise from parents and students, reinforcing good behaviour, working with the Year Leaders and Inclusion Support team to resolve any pastoral concerns. You must have a firm but fair manner and emotional resilience. A passion for working with Eastleigh children and families is essential; and ensuring that the needs of both are at the centre of what you do.

This post offers an exciting career opportunity for someone new to the education sector or for experienced practitioners looking for fresh challenges. You will have the opportunity to help young people flourish and achieve within a new school for Eastleigh and be part of a growing school.

Crestwood Community School had an Ofsted inspection in February 2024, which confirmed that we continue to be a 'good' school. The report stated that at Crestwood *"there is a welcoming, friendly atmosphere"*. They also said that *"teachers and support staff, including those in the early stages of their career, are proud to work at the school. They particularly value school leader's careful consideration of their workload and well-being so that they can focus their efforts fully on pupils' education."* In addition, Ofsted report that *"many pupils, staff and parents describe the school as a 'big family'".* This is a happy school, where staff and students want to be. The #Crestwoodfamily pervades through everything we do.

As a school we take staff well being seriously. We offer staff the following:

- wellbeing weeks, with no commitments scheduled after school
- free lunch every day
- free tea and coffee
- half termly cooked breakfasts
- One wellbeing day per year (during term-time), to be taken at their chosen time (after a qualifying period)
- weekly thank you bulletin
- birthday cards
- heads discretionary leaves of absence for family events
- acts of random kindness
- access to mental health first aider

Applications should comprise of a completed Hampshire Support Staff application form, with the names and addresses of two referees and should be returned to the Head Teacher, Mrs Krista Dawkins, by hand, by post or email and must arrive no later than noon on the advertised closing date. Please download details and a Support Staff Application form from the school website www.crestwood.hants.sch.uk located under the School Information / Vacancies tab.



Please note we cannot accept a CV as a means of application. We do reserve the right to close this advertisement early if we receive a high volume of suitable applications.

Closing date: Monday 16th June at 12pm

Interviews: TBC

Crestwood Community School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

Pastoral Support Assistant Role Profile

Accountabilities	Accountability Statements
Support for students	<ul style="list-style-type: none"> • Develop strong professional relationships with students, which offers pastoral support which can relate to home and school. • Hold students to account in regard to attendance, punctuality, behaviour and uniform, in line with school policies. • Investigate behaviour issues that arise and support effective outcomes • Maintain appropriate student records - be it online or paper records • Make use of school software packages (Arbor/CPOMS) to record concerns. • Support the implementation of the school behaviour policy, including after school reflection and internal reflection room duties • Support the school's attendance strategies, ensuring students have good attendance. • Make use of Arbor to recognise student efforts. • Assess medical needs that arise, the absence of the school's matron, and carry out first aid treatment if necessary.
Support for teachers	<ul style="list-style-type: none"> • Make information available to staff in line with school policies, to support student wellbeing. • Liaise with other staff to ensure support is effective and timely. • Be available to staff and parents for home visits of key students. • Consider the most effective ways to communicate with staff that minimises additional burdens. • Attend and participate in meetings where necessary. • Contribute to the guidance shared with school staff in support of specific students. • Ensure good record keeping and filing of information to support Year Leaders.
Support for parents and carers	<ul style="list-style-type: none"> • Act as a first point of call for parents if they have a query or concern. • Ensure that concerns are dealt with quickly and effectively and that parents are informed of any outcome. • Work closely with parents/carers to provide appropriate advice and support for the family. • Develop a confidence to know, where needed, which external agency is best suited to support families. • Provide "same day" follow up telephone calls notifying parents/carers of concerns and the resolution of issues.
Support for the school	<ul style="list-style-type: none"> • Be aware and comply with policies and procedures relating to child protection, health and safety, confidentiality, data protection and GDPR, reporting all concerns to the appropriate person. • Contribute to the overall ethos and strategic plan of the school. • Participate in training and other learning activities as required. • Able to recognise own strengths and areas of expertise. While having an understanding, through performance management, of the need to develop. • Systematically record issues and conversations with students, staff,

	parents/carers and outside agencies in line with school policies/practices. <ul style="list-style-type: none"> • Ensure all actions and interventions are monitored using Arbor or CPOMS and the appropriate member of staff or outside agencies are kept well informed.
Corporate and statutory initiatives - equalities, H&S, Government, sustainability	<ul style="list-style-type: none"> • Maintain an awareness of school, national and statutory policies. Also ensuring their requirements and applying them in the workplace.
Section D - The key decision making areas in the role	
<ul style="list-style-type: none"> • Working with your direct supervisor to ensure that support is appropriate and measured. • Determining strategies for encouraging appropriate behaviours and improving punctuality and attendance, in discussion with direct supervisor. 	
Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload etc)	
<ul style="list-style-type: none"> • Size of school: Between 1000-1500 students on roll. • There are no direct financial responsibilities attached to the post. • Number of referrals anticipated in a specified period. 	
Section F - The main contacts - external/internal contacts and purpose	
<ul style="list-style-type: none"> • In school - students, other colleagues, head of school, Headteacher, members of the governing body. • Outside school - parents, social workers, Police, School nursing team, other specialised agency staff. 	
Section G - Working conditions - environment, and physical effort or strain	
<ul style="list-style-type: none"> • Normal office environment, although home visits may be undertaken. These would be in conjunction with another staff member. • May be subject to occasional unpleasant environments, e.g. cramped conditions, system breakdowns and disruptions. • May be subjected to verbal abuse from students/parents. • Likelihood of encountering challenging behaviours. 	
Section H - Context and additional information	
<ul style="list-style-type: none"> • There is a confidentiality component to this role and the post holder needs to hold the trust and confidence of both the students and staff. It may require information on child protection/family sensitive issues which must be treated carefully and appropriately. • The size and type of the school, and campuses, will be a factor in determining how the role operates. • The postholder may experience stress as a result of working with individuals with a diverse range of complex and demanding behaviours. 	
Section J - Necessary role related knowledge, skills and experience at selection	
<ul style="list-style-type: none"> • Education to GCSE standard or equivalent with passes in English and Maths at Grade C or above. • Proficient user of ICT equipment including spreadsheets and other software packages. 	

- Effective communicator.
- Capable of data analysis.
- Capable of working on own initiative and prioritising workload.
- Good organisational skills.
- Professionally discreet and able to respect confidentiality on particular issues.
- Well-developed interpersonal skills enabling effective relationships with a variety of people.
- Team Worker.

Section K - Initial induction/training required to become effective in the role - Up to 3 months

- Knowledge of school systems, procedures and policies.
- Develop health and safety knowledge.
- Training provided in use of school ICT based systems.
- Safeguarding training to understand how to keep children safe.

Section L - Operationally effective: How would effectiveness in the role be demonstrated?

- Ability to operate independently.
- Knowledge and understanding of the problems and issues students/families face which affect behaviour, attendance and punctuality.
- Knowledge of child development.
- Experience of working with children and young people.
- Excellent communication skills which enable positive resolutions of difficult situations.
- Ability to listen effectively and know how to support or where to signpost for help.
- High level of motivation and the ability to work on own initiative.
- Ability to work as part of a team and to establish good working relationships.
- Identify which appropriate agency to use to meet the needs of students and families.
- Be able to work with such agencies, monitor the interventions and measure the impact of work carried out in supporting students and families.
- Knowledge of children protection/safeguarding procedures.