

Job Description & Person Specification

1. **JOB TITLE** Pastoral Support Assistant
2. **GRADE** Sc 4/5 (Greater London Pay Spine)
3. **DBS REQUIREMENTS** Enhanced
4. **Hours** 36 hours per week, term time only
5. **SUPERVISED BY** Senior Leadership Team
6. **SUPERVISION EXERCISED**
Directly: None
Indirectly: None
7. **CONTACTS**
Internal: Teachers, Teaching Assistants, Therapists, Psychologists
External: Families, Social services, Youth offending service

Job Description

Duties and responsibilities

Aims and purpose of the role:

- The key objective of the role is to provide pastoral support across the school. This will entail working alongside the staff team to support students, so they can access the curriculum, take part in learning and achieve well.
- Guide and mentor student's so that targeted, measurable and significant improvement is secured in and outside of the classroom
- Assist with the development and implementation of positive behaviour plans (PBSs), risk assessments and therapy programmes.
- Establish positive relationships with students and interact with them according to individual needs. Provide 1:1 support via reflective and restorative practice, where necessary.
- Liaise with teachers and other staff about the needs and progress of students receiving support
- Liaise with parents in line with school policy and Senior Leadership Team
- Promote the safety, safeguarding and well-being of students, by following the latest requirements of Keeping Children Safe in Education and the school's child protection policy.
- Promote, support and facilitate inclusion by encouraging participation of all students in learning and extra-curricular activities.
- Set challenging and demanding expectations that promote resilience, self-esteem, social skills and independence both in lessons and forming positive relationships with peers and staff.
- To provide support in the delivery of specialist interventions, taking a lead where appropriate.
- To sustain an active engagement with families of designated students to help them explore issues and make changes in areas that may be affecting their child's learning and development. This will involve home visits where appropriate and in line with line management approval and school policy.
- To work closely with the safeguarding team by attending meetings, including risk and review as required.
- To track the progress of students with social, emotional and mental health (SEMH) needs using the available data and monitor the impact of interventions, sharing this with the SENCo and other relevant professionals.

- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- To monitor and track attendance and punctuality.
- To support induction of new students into the school.
- Where appropriate, to seek opportunities for work experience and work based learning for students.
- Undertake any other relevant duties assigned by the assistant principal – pastoral support, as required.

Support for the school

- Be aware of and comply with policies and procedures relating to child protection and safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support and promote the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings, as directed.
- Participate in training and other learning activities and performance development, as directed.
- Assist with the supervision of students during lessons, transitions and at break and lunchtimes.
- Accompany other staff and students on visits, trips and out of school activities as directed.

Professional learning and development

- To be a reflective practitioner, evaluating and improving own practice in order to have a positive impact on students' development.
- To contribute to the school's development by sharing professional learning, expertise and skills with others, and participating in collaborative learning opportunities.

- To take full advantage of any relevant training and development available and undertake any necessary professional development as identified in the school evaluation and development plan and the performance management process.
- To develop and enhance expertise in supporting students with complex social, emotional and mental health needs by attending training and working alongside relevant internal and external professionals, such as psychologists and therapists.
- To take responsibility for personal professional development to inform and extend professional practice to secure improvements in student progress.
- To undertake any other task deemed appropriate by the principal.

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service (DBS) as part of Orchard Hill College & Academy Trust's pre-employment checks

Person Specification and Selection Process

Pastoral Support Assistant

Please state how you meet the following selection criteria. Candidates will be short listed entirely on the basis of the extent to which they meet the criteria in their application form. Please ensure that you address every aspect, in turn, and number them under each heading. All elements are essential unless otherwise stated. Where 'desirable' is stated, only comment if you have the appropriate skills or experience. Please ensure that your supporting statement is no more than two sides of typed A4.

| Criteria | Essential | Desirable | Assessment |
|---|-----------|-----------|-------------------------------------|
| GCSE grade C or Level 2 equivalent functional skills in English and Maths | √ | | Application form and certificates |
| Foundation degree or Level 5 relevant qualification/skills | | √ | Application form and certificates |
| Level 3 Certificate in Supporting Teaching and Learning | | √ | Application form and certificates |
| Safeguarding training (level 2 or above) | | √ | Application form and certificates |
| Experience of working with young people with Social, Emotional and Mental Health difficulties and/or challenging behaviour | √ | | Application form/interview question |
| Experience of working with students with a range of Special Educational Needs such as ADHD and ASD. | | √ | Application form/interview question |
| Understanding of alternative and therapeutic interventions for student progression. | | √ | Application form/interview question |
| Highly adaptable and flexible | √ | | Application form/interview question |
| An understanding (practical and theoretical) knowledge of behaviour management strategies | √ | | Application form/interview question |
| The ability to work effectively as part of a team, but also to use initiative within the guidelines set by the school with tact and diplomacy | √ | | Application form/interview question |
| The ability to recognise and be sensitive to the individual needs of students | √ | | Interview question |

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|---|---|---|-------------------------------------|
| Evidence of proficient Information Technology skills and the confidence and willingness to use and develop them | √ | | Application form/interview question |
| Effective and professional communication skills with the ability to engage young people. | √ | | Application form/interview question |
| A willingness to increase own knowledge and understanding of social and emotional difficulties and mental health. | √ | | Interview question |
| Patience and resilience | √ | | Application form/interview |
| Ability to promote a positive image of the school | √ | | Application form/interview |
| High levels of emotional literacy – self-awareness and recognition of own feelings and knowing how to manage them | √ | | Application form/interview |
| Ability to deal directly and communicate routine/information sensitively with confidentiality | √ | | Interview |
| Ability to produce accurate, positive and well written reports, letters and memos | √ | | Application Form |
| Ability to work in a way that promotes the safety and wellbeing of students. | √ | | Application form/interview question |
| Current driving licence and own transport. | | √ | Application form/interview question |

As part of Orchard Hill College & Academy Trust's pre appointment checks, current and past employers will be contacted for short listed candidates

Any discrepancies or anomalies, and/or issues from references will be discussed at interview with shortlisted candidates.