

9. Administrative support e.g., dealing with correspondence, compilation/analysis reporting on emotional support, access and learning and supporting home to school and community links. Retaining and updating pupil records with comprehensive and accurate notes of meetings interventions, evidence of support, concerns or celebrations.
10. To identify pupils' needs, set up and implement personalised programmes to support individual pupils in or out of class as appropriate. Review and adapt programmes to ensure progress is being made
11. Actively seek and utilise available activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their life experiences
12. Assist in the development and implementation of appropriate behaviour management strategies review and adapt to ensure progress
13. Support the school by attending and participating in regular meetings with various outside agencies as appropriate e.g., social services, education welfare, Educational Psychologists, learning links workers, HCAT core Welfare team
14. Assist in managing the transfer of pupils from phase to phase and from primary to secondary education, and the integration of pupils who have been absent from school
15. To lead, organise and provide training for buddies, peer mentoring and other pupil support systems in school. To run impromptu informal circles and formal conferences as appropriate with pupils, families, parents, staff and members of the wider community.
16. To plan, prepare and organise out of school and holiday activities for pupils and families, provide budget costings and value for money statements.
17. To provide first aid service as necessary to pupils as required and undertake all necessary first aid training.
18. To consider the needs of the most economically disadvantaged children and families and those in care and support them to access external services
19. To promote and build strong relationships with pupils, parents and families by having a visible presence both before and after school plus during unstructured times of the school day, and also at all school events.
20. Support families where children are experiencing emotional difficulties and liaise with the Trust's emotional wellbeing team to develop programmes to remove barriers to learning, behaviour, welfare and attendance

The Health and Safety at Work etc Act 1974 and associated legislation places responsibilities for health and safety on the Academy Trust, as your employer and you as an employee of the Trust. In addition, the post holder has personal responsibility for their own health and safety and that of other employees

Responsibility

1. Responsibility for staff

None

2. Responsibility for customers/clients

Parents/Carers, Pupils, Education Welfare, Social Services

3. Responsibility for budgets

None

4. Responsibility for physical resources

Confidential case files and associated paperwork for pupils.

Contacts and Reason for the Contact:

1. Within the Trust school

Works closely with all members of the teaching and support staff to provide advice and feedback on issues and to contribute to strategies to improve attendance, behaviour and wellbeing in liaison with parents and families.

2. Any other Trust Areas (where applicable)

Work with other pastoral staff across the Trust, and the Trust central wellbeing team.

3. With External Bodies to the Academy

Works closely with the Education Welfare department to improve attendance, with Social Services, Education Psychologists and other relevant agencies who will have involvement in removing barriers to learning.

Risks to health

Occasional physical demands in dealing with people related behaviour and need to use Team Teach techniques.

Working conditions - Moderate risk as there is a requirement to visit students and families to challenge on difficult issues such as non-attendance of pupils etc and reactions may be difficult to deal with.

High risk of emotional demands as regularly exposed to highly confidential and sensitive information which can be of an upsetting nature. Required to work with and engage a range of students and families who maybe hostile or difficult to help or have a range of challenging conditions.

Person Specification

The person specification should be agreed in advance of the advert being placed and should specify criteria that will be used to decide the best candidate for the post. The selection process should be designed to test all of the requirements including questions, tests, presentation etc.

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
QUALIFICATIONS	NVQ Level 2 for TAs or equivalent Very good numeracy/literacy skills First Aid, or a willingness to undertake First Aid training Safeguarding Level 1 Trained in Restorative Practice	AF AF, I AF, I AF AF	Basic Counselling training Team Teach techniques	AF AF
EXPERIENCE	Experience of working with children with challenging behaviour Experience of working with vulnerable children and those with emotional difficulties Experience of working in a school	AF, I R AF, I R AF	Experience of a similar role within a school setting	AF, I
KNOWLEDGE	A knowledge and commitment to safeguarding and promoting the welfare of children and young people Awareness of relevant policies/codes of practice and awareness of relevant legislation, including safeguarding and data protection An excellent knowledge of Excel spreadsheets	I I A, I	Awareness of curriculum/planning issues/Personal, Social, Health, Citizenship Education (PSHCE)/Social and Emotional Aspects of Learning (SEAL) Knowledge of relevant strategies e.g., Behaviour management, emotional well being	I AF, I

<p>SKILLS</p>	<p>Motivation to work with children and young people and/or vulnerable adults</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people and/or vulnerable adults</p> <p>Ability to work independently with groups of pupils outside the classroom area</p> <p>Ability to use ICT effectively to support learning</p>	<p>AF I, R</p> <p>AF, I, R</p> <p>I, R</p> <p>AF, R</p>	<p>A working knowledge of counselling skills</p>	<p>I, R</p>
<p>PERSONAL QUALITIES</p>	<p>Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people and/or vulnerable adults.</p> <p>Excellent organisational and communication skills</p> <p>Excellent verbal skills</p>	<p>AF, I, R</p> <p>AF, I, R</p> <p>AF, I, R</p>		
<p>OTHER REQUIREMENTS</p>	<p>High level of ability to communicate accurately in writing with a range of people – reports and letter writing</p> <p>Minute taking and ability to record actions concisely and accurately at multi-disciplinary meetings</p> <p>Good attendance and general commitment to the school</p>	<p>AF, I, R</p> <p>AF, I, R</p> <p>AF, I, R</p>		

*Key: AF=application form; I=interview; T=test; P=presentation; R=references