

Pastoral Assistant – Job Description

Reporting to: Assistant Headteacher

Band/ Scale: OLOL Band

Hours of Work: 37 hours per week

Core purpose

- To support pupils in overcoming individual barriers to learning by accessing learning opportunities aimed at raising their standards of achievement, social development and self-esteem.
- To co-ordinate multi agency working and refer pupils to external agencies where appropriate to help improve social development and self-esteem for the benefit of children and families.
- To provide a service to school-based staff and other external agencies that compliment education and impacts positively on the life chances of young people.
- Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility.

Main Duties

- To work in partnership with the Head teacher, Pastoral team and school staff to deliver effective Pastoral Support programmes of activity and support to encourage participation in the classroom.
- To develop a 1:1 mentoring relationship with pupils identified through a referral process as needing support.
- To devise, implement and evaluate individual and group programmes of support and pupil interventions including restorative and reflective packages.
- To support both inside and outside the classroom students, identified as underachieving in order to maximise their full potential.
- To attend meetings as appropriate and develop a detailed knowledge of support services available, serving as the initial point of contact for pupils and their carers.
- Maintain contact with families and carers of pupils receiving support and encourages family involvement in pupils learning.
- To be responsible for the sharing of information, where appropriate, working within current legislation (e.g. Child Protection Framework) and use existing software to record all pupil issues and actions taken.
- To support students through key points of transition
- Co-ordinate the comprehensive assessment of pupils with school staff and external agencies as appropriate to identify those in need of extra help to overcome barriers to learning.
- Support the speedy and effective transfer of information between schools, agencies and services.

- Build up detailed knowledge of the support services available, serving as the initial point of contact for pupils and accessing of specialist support as appropriate.

Knowledge, skills & experience

- An understanding of Safeguarding Policy & Practice
- Knowledge of any relevant current legislation and regulations
- Knowledge of the education process
- Experience of producing individual and group support plans and interventions.
- High level of inter-personal skills including effective communication, advocacy and mediation skills with students and colleagues at all levels of the organisation
- Experience of multi-agency working
- Ability to work as part of a team
- Excellent literacy and numeracy skills
- IT Skills
- Good organisational skills
- Excellent time management skills
- Good communication Skills
- Able to diffuse complex situations calmly and with a solution-focused approach
- Able to prioritise own workload

Creativity & innovation

- Identify problems and issues with pupils and create solutions through analysis and negotiation with pupils, parents, staff and outside agencies.
- Responsible for devising and delivering a range of imaginative and innovative approaches to mentoring and supporting pupils.
- Create individual intervention and support plans for pupils, dependent on the specific need.
- The post holder will be required to engage in the wider life of the school

Contacts & relationships

Headteachers / Line Managers

- Sharing of information and receiving guidance on appropriate student targets, assessing student progress and the effectiveness of the support in place.

Welfare Support Officer

- Attending meetings to enable the dissemination of sharing of good practice.

Teachers

- To discuss recommended support plans and give and receive information.

Pupils

- Supporting and enabling them to meet pre-determined programmes of learning and to develop social and independence skills.

Other Support staff and external agencies (EIS, Healthcare professionals, Children's Services)

- Participate in pupil reviews and the provision of progress information as appropriate.

Parents and Carers

- To review pupil progress and to assist parent's understanding of their role in supporting the student to enable him/her to achieve set targets

Decision Making

- The post holder will make day-to-day decisions aimed at supporting students in overcoming barriers to their learning.
- Will decide on individual plans and the action to be taken relevant to the pupil and the issue.
- Will decide on the appropriate support required and which internal and external agencies to contact.
- Following policies and procedures, will decide when referrals need to be made in relation to safeguarding and wellbeing.
- Decision taken by the post holder will affect the quality and effectiveness of the education, learning, achievement and personal development of pupils

Responsibility for Resources

- The post holder will be personally responsible for their own learning resources to the value of £ 100

Work environment

Work demands:

- The post holder will be required to ensure that the aims and objectives of the programmes of learning are achieved within set timescales.
- There will be a need to make adjustments to individual areas of learning programmes to meet changing needs of pupils

Physical demands:

- Post holder may be required to transport a range of learning resources between schools

Working conditions:

- Most of the work undertaken by the post holder will be undertaken in a school environment but home visits may be necessary

Work context:

- At risk when dealing with behavioural and confrontation issues with pupils.
- May be at risk from verbal abuse / emotional harm

Person Specification

	ESSENTIAL	DESIRABLE
Occupational Skills	<ul style="list-style-type: none"> • Good listening skills • Excellent interpersonal communication skills, including influencing skills • Good time management and self-organisation • Numeracy and literacy skills • ICT skills • Confidentiality • Ability to exercise discretion and judgement • Ability to adapt activities to suit the needs of the pupils • Problem solving skills • Ability to keep accurate records • Ability to work successfully as part of a team • Ability to work on own initiative 	<ul style="list-style-type: none"> • Ability to analyse the reasons for behavioural problems of the pupils to ascertain the needs of the pupils and formulate an action plan
Knowledge	<ul style="list-style-type: none"> • A basic understanding of the school curriculum and the needs of learners • Knowledge of the potential barriers to learning • Knowledge of Behaviour Management techniques and behaviour intervention strategies 	<ul style="list-style-type: none"> • Good understanding of child/young people's development and learning processes • Understanding of classroom roles and responsibilities • Knowledge of child protection legislation and procedures • Knowledge of school procedures. Knowledge of support services available to signpost students and families to. • An understanding of the transitions in a young person's life and the effect they can have on them.
Experience	<ul style="list-style-type: none"> • Managing student behaviour administrative experience. Experience of working with children and young people and their parents/carers 	<ul style="list-style-type: none"> • Experience of working in a school environment • Experience of working with children and young people who have behavioural difficulties • Experience of implementing behavioural policies • Experience of working with SIMS or a similar data management system.

Qualifications	<ul style="list-style-type: none"> Level 2 qualification or equivalent to demonstrate good literacy and numeracy skills 	<ul style="list-style-type: none"> Appropriate first aid training
Other Requirements	<ul style="list-style-type: none"> Commitment to the school's policies and ethos. Commitment to Continuing Professional Development. Motivation to work with children and young people. Ability to form and maintain appropriate relationships and personal boundaries with children and young people. Emotional resilience in working with challenging behaviours and attitudes, using authority and discipline where appropriate. Flexibility. Ability to use authority and implement behaviour management techniques where appropriate. 	

The Our Lady of Lourdes Catholic Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to satisfactory references, which will be requested, prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exhaustive list. The duties and responsibilities of the role may vary from time to time, commensurate with and without changing the general character of the duties or the level of responsibility entailed, and would not in itself justify a reconsideration of the grading of the post.