

JOB PROFILE

TITLE: Pastoral Support Assistant

SCHOOL: Kempston Academy

RESPONSIBLE TO: Assistant Headteacher

GRADE: L4 Point 9-14

PRO RATA BASIS 37 hours per week, 39 weeks per year

PURPOSE OF POST:

- To work with the Assistant Head for Behaviour, Heads of Learning and Student Support staff
- To provide support to students who need help to overcome barriers due to their learning behaviours in order to achieve their full potential
- To develop systems to reduce all exclusions (internal, external, fixed-term) and provide a structured space and environment which supports students to return to lessons, ready to learn.

ORGANISATION CHART



PRINCIPAL RESPONSIBILITIES:

Support for Students

- Alongside existing student support and intervention, manage the case load for identified students who require behavioural, emotional and social intervention
- Provide firm, fair and calm intervention for students who are removed from lessons
- Withdraw identified students from some classes and work with them on either a one-to-one basis to support their behaviours for learning and to develop literacy, numeracy and social skills.
- Assist students' language development with appropriate support for reading, writing, speaking, asking and listening.
- Assist with the students' personal, behavioural and social development
- Take a constructive role in preventing/minimising the effects of emotional and behavioural incidents
- Develop student understanding of the practice of restorative justice and implement this across the academy

Support for Teachers

- Work with teachers to establish an appropriate learning environment for students looking at seating plans, groupings and any barriers to learning
- In collaboration with class teachers, facilitate restorative justice practices
- Respond to staff requests for behaviour support in lessons, advising on strategies, removing students and supervising as necessary
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Work with SLT using the on-call system to provide a first response to behavioural issues and manage an initial assessment, possible solutions and follow-up including which staff or other students need to be involved
- Assist in the delivery of CPD to enhance staff confidence in managing challenging behaviours.
- Establish constructive relationships and communicate sensitively and effectively with other professionals, teachers, parents/carers to support the achievement and progress of students
- Liaise with relevant external agencies and providers

Whole School Support

- Be aware of and comply with all KCA policies
- Play an active part in promoting the academy's character values and traits through words and actions
- Assist in the review of existing behaviour / pastoral systems to ensure a sustainable model moving forward
- Assist in the development of peer mentoring to impact positively on behaviour choices
- Be a visible presence around the academy, modelling expected behavioural routines and effective management

Administration

- Assist in the writing and updating of Pastoral Support Plans (PSPs)
- With the AH and HoLs, monitor PSPs
- Use CPOMs and SIMs to record, monitor and report on behavioural interventions

Whilst every effort has been made to set down the main duties and responsibilities of the post, each individual task to be undertaken may not be identified. This job description is current at the date shown, but, in consultation with you, may be changed by the Head teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

The post holder will be expected to work flexibly and carry out all duties in compliance with the school and Chiltern Learning Trust policies.

The Trust are committed to working in wider partnership which will promote wellbeing outcomes for young people.

All personnel may be required to work across the Trust by agreement with the Chief Executive.

DIMENSIONS:

Supervisory Management: Coaching Others

Financial Resources: N/A

Physical Resources: Classroom materials, equipment and resources

WORKING ENVIRONMENT:

Classroom based and also in a shared administrative office with access to IT and a telephone.

CONTEXT:

All support staff are part of a whole Trust/school team. They are required to support the values and ethos of the Trust and Trust priorities as defined in the Trust/school Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

DBS

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006 (as amended).

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However, in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the Authority.

The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

'CVs will not be accepted for any posts based in Trusts'

Person Specification: Pastoral Support Assistant

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Experience of working with young people between 11-18 years old.	1,2	Experience of working effectively with the parents / carers of children / young people.	1,2
	Experience of communicating with parents, the wider community and external agencies	1,2	Experience of working in a school environment	1,2
	Experience of administration	1,2		1,2
				1,2
Skills / Abilities	The ability to use word processing packages and standard IT applications.	1,2	Understanding of team objectives and working co-operatively to achieve aims.	1,2
	The ability to motivate.	1,2	Working to instructions and to well-established routines with regular daily and weekly deadlines.	1,2
	The ability to build good relationships at all levels.	1,2	Ability to be both constructive and critical.	1,2
	Able to work within and meet deadlines and targets, which may be challenging at times.	1,2	Some experience in Microsoft Excel and Knowledge of SIMS	1,2
	Able to work as part of an effective team.	1,2	Knowledge of CPOMS	
	Able to communicate tactfully and politely with parents, pupils, colleagues, governors and the school community.	1,2		
	Good attention to detail and accuracy.	1,2		
	Ability to record and pass on information accurately.	1,2		
	Able to communicate effectively verbally and in writing	1,2		

Disposition and Attitudes	Ability to build relationships and to lead and work as part of a team.	1,2	High levels of self-confidence. Ability to relate well to other professionals.	1,2
	Have a friendly, helpful caring and flexible approach.	1,2		1,2
	Be open-minded and have patience.	1,2		
	Ability to maintain confidentiality in all school matters.	1,2		
	Ability to demonstrate appropriate motivation to work with young people.	1,2		
	Able to work under pressure	1,2		
	A commitment to quality and continuous improvement			
	High levels of emotional intelligence	1,2		
	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school.	1,2		
	Ability to maintain confidentiality at all times			
Equality Issues	Commitment to safeguarding.			
	A commitment to equal opportunities and an awareness of the way in which discrimination affects the achievement and inclusion of pupils from minority ethnic communities.	1,2		
Education and Training	Relevant GCSE's or equivalent including GCSE Grade C and above in English and Maths.	1,4	Evidence of continuing professional development	1,2
	Able to commit to relevant job training.	1,2		
	Willingness to undertake first aid training and apply this in school			

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that the Trusts policies are reflected in all aspects of his/her work, in particular those relating to:

- (i) Equal Opportunities
- (ii) Health and Safety

(iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- 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 to use of authority and maintaining discipline.

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