

Job Title:	Pastoral s Behaviour Support Assistant
Grade:	8
Responsible to:	Headteacher, Special Needs Co-ordinator (SENDCO),
Key Relationships:	Instructions from a number of staff members, such as the SENDCO, Headteacher and Class Teachers.
Job Purpose:	To support children with emotional and behavioural difficulties to enable them to effectively access the curriculum.

Main objectives of the post

The Pastoral and Behaviour Assistant will work alongside teaching and pastoral staff to remove barriers to learning for pupils displaying social, emotional, and behavioural needs, enabling them to participate fully in school life. This includes providing targeted SEMH interventions, coaching positive behaviour, supporting emotional literacy, and promoting wellbeing and inclusion.

Key Responsibilities

Behaviour s Pastoral Support

- Support pupils in managing emotions, behaviour, and social interactions through agreed strategies and restorative approaches.
- Implement small group and 1:1 emotional literacy, behaviour, and social skills interventions.
- Build positive, trusting relationships with identified pupils and act as a consistent key adult.
- Support pupils in developing self-esteem, resilience, independence, and confidence.
- Encourage positive behaviour in line with school policy and respond calmly to challenging situations.

Learning Support

- Work under the guidance of teachers to support learning activities in class, small groups, or individually.
- Assist in assessing pupils' needs and contribute to planning and evaluating targeted interventions.
- Provide feedback to pupils and staff on progress against learning, behaviour, and emotional targets.
- Support pupils with SEND and SEMH barriers to access the curriculum effectively.

Creating a Supportive Environment

- Help prepare and maintain a safe, positive, and inclusive learning environment.
- Promote the development of positive peer relationships and social interaction.
- Model emotional regulation, respectful communication, and high expectations.

Safeguarding s Welfare

- Follow safeguarding procedures and contribute to keeping pupils safe.
- Liaise with parents/carers sensitively and appropriately when supporting children's pastoral needs.
- Support supervision at break and lunch, ensuring pupils are safe and positively engaged.

- Team teach training for positive handling

Wider School Contribution

- Support school behaviour systems and uphold core values including inclusion, respect, and equality.
- Work collaboratively with colleagues as part of a whole school behaviour and wellbeing team.
- Participate in trips, extracurricular activities, and training as required.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply:

- a) The nature of the work may involve the postholder carrying out work outside of normal working hours.
- b) This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006. Therefore, a DBS enhanced check for a regulated activity (includes a barred list check) is an essential requirement.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Learn Academies Trust is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Person Specification

Qualifications s Education	Essentia	Desirable	Stage
Level 2 English and Maths	*		AF,C
NVQ Level 3 in Supporting Teaching C Learning or equivalent	*		AF, C
Training or qualifications in SEMH, ELSA, nurture practice or behaviour support		*	AF, C
Experience, Knowledge and Skills			
Experience working with children in a school or youth setting	*		AF, I, R
Experience supporting children with behaviour, emotional or pastoral needs	*		AF, I
Experience delivering or supporting interventions	*		AF, I
Experience working collaboratively with staff, families, or external agencies		*	AF, I
Knowledge s Skills			
Understanding of child development, SEMH needs and behaviour drivers	*		AF, I, R
Ability to use calm, positive, nonconfrontational approaches to behaviour	*		AF, I, R
Good understanding of safeguarding and confidentiality requirements	*		AF, I, R
Ability to implement and evaluate behaviour and emotional literacy strategies	*		AF, I, R
Knowledge of the primary curriculum, particularly PSHE	*		AF, I, R
Ability to build strong relationships and communicate with children and adults	*		AF, I, R
Personal Qualities			
Empathy, emotional intelligence, and commitment to pupil wellbeing	*		AF, I
Resilient, flexible, reflective and able to remain calm under pressure	*		AF, I
A team player who contributes positively to a collaborative environment	*		AF, I
Willingness to engage in ongoing training and development	*		AF, I
Special Requirements			
Commitment to safeguarding and suitable to work with children	*		AF,I
Willingness to work flexibly, including supervision duties C occasional out of hours work		*	AF, I

KEY:AF Application-Form

C-Certificate

I-Interview

R-Reference