



JOB DESCRIPTION | Behaviour & Pastoral Assistant

Reports to:	Assistant Principal – Behaviour & Attitudes
Hours of work:	30.5 hours per week, 39 weeks per year (term time + 1 week)
Salary Grade and Point:	OAT Grade 2, Points 4 - 5

ROLE PURPOSE

The Pastoral Assistant plays a vital role in supporting the academic, social, and emotional wellbeing of students, helping to remove barriers to learning and promote positive behaviour and engagement. Working closely with Heads of Year and Pastoral Managers, the role provides targeted support to students, monitors attendance, behaviour, and welfare, and contributes to effective safeguarding and inclusion practices. The Pastoral Assistant helps foster a safe, inclusive, and respectful environment, enabling all students to thrive, develop resilience, and achieve their full potential.

KEY RESPONSIBILITIES

- Support individual students with short-term reintegration into lessons.
- Promote punctual attendance to lessons and readiness to learn.
- Respond to the On-Call system, removing students from lessons promptly where required.
- Provide first aid and emotional regulation support to students experiencing difficulties engaging with learning.
- Assist with mentoring targeted students, particularly those who are harder to engage, to help remove barriers to learning.
- Support students in the Reflection Room and implement appropriate support strategies.
- Prepare students for detention and facilitate restorative conversations.
- Support student services, enabling access to support and rewards systems.
- Promote students' emotional and social wellbeing and report concerns to staff or DSL.
- Build positive relationships with students to support behaviour and development.
- Communicate effectively with staff, families and third-party stakeholders where appropriate.
- Maintain accurate student records and provide feedback to staff.

GENERIC RESPONSIBILITIES

- To work within all academy policies and procedures, with significant responsibilities in line with the including Pupil Behaviour Policy and Safeguarding Policy.
- To contribute to the provision of an effective environment for learning and personal development.
- To support the promotion of positive relationships with parents and outside agencies.
- To comply with all Health & Safety at work requirements, in line with the Academy Health and Safety Policy.
- To contribute to the overall ethos, work and aims of the academy.
- To actively engage with Academy Goal Setting processes.
- To identify personal training needs and other learning activities as required.
- To develop an understanding of policies and procedures, complying with their contents and raising concerns in a timely manner.
- To recognise own strengths, areas of expertise and use these to advise and support others.

- The post holder may be required to undertake other duties that are commensurate to the post holder's abilities, position and grade.
- The duties listed above are examples of duties at this level and other duties of a similar level/nature may be undertaken by individuals and are not excluded because they are not itemised.

FLEXIBILITY CLAUSE

Other duties and responsibilities, express and implied, which arise from the nature and character of the post within the Academy's (or section) mentioned above or in a comparable post in any of the Academy's other sections or departments.

VARIATION CLAUSE

This is a description of the job as it is constituted at the date shown. It is the practice of this Academy to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the appropriate manager in consultation with the postholder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible the Principal reserves the right to make changes to your job description following consultation.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. It is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority.

PERSON SPECIFICATION | Behaviour & Pastoral Assistant

	Essential	Desirable
QUALIFICATIONS	<ul style="list-style-type: none"> • GCSEs or equivalent in English and Mathematics • Current first aid certificate (or a willingness to be trained in first aid). 	
KNOWLEDGE AND EXPERIENCE	<ul style="list-style-type: none"> • Basic understanding of the needs of young people in a secondary school environment. • Awareness of appropriate boundaries and professional conduct when working with students. • Understanding of the importance of safeguarding, child protection, and student welfare. • Experience of working with young people in an educational, youth work, or similar setting (this may include voluntary experience). • Ability to follow established policies, procedures, and instructions. • Basic understanding of behaviour management and the importance of promoting positive behaviour. • Awareness of the factors that can impact student engagement, attendance, and wellbeing. • Basic IT literacy, including the ability to use email and record simple student information. 	<ul style="list-style-type: none"> • Previous experience working in a school pastoral or behaviour support role. • Basic knowledge of restorative approaches or mentoring practices. • Experience of supporting students with social, emotional, or behavioural needs. • Familiarity with school systems such as behaviour management processes or safeguarding reporting systems. • Relevant training (e.g. safeguarding, first aid, mental health awareness).
PERSONAL QUALITIES	<ul style="list-style-type: none"> • Empathetic and approachable, with a genuine interest in supporting young people. • Calm, patient, and resilient, particularly when working with students who may present with challenging behaviour. • Reliable and consistent, with a strong sense of responsibility and professionalism. • Able to build positive relationships with students, staff, and parents/carers. • Good communication and listening skills. • Able to maintain appropriate boundaries and always demonstrate integrity and confidentiality. • Flexible and adaptable, able to respond to changing situations throughout the school day. • Positive and proactive attitude, with a willingness to learn and develop. • Able to work effectively as part of a team and follow direction from others. 	<ul style="list-style-type: none"> • Confidence in engaging with disengaged or hard-to-reach students. • Reflective approach to practice, with a willingness to improve and respond to feedback. • Interest in pastoral care, behaviour support, or safeguarding as a career pathway