

Job Description and Person Specification

JOB TITLE:	Behaviour and Learning Assistant Part Time
REPORTS TO:	Pastoral Manager/Assistant Headteacher
SALARY SCALE:	Grade 5
LOCATION:	Fulbrook School, Woburn Sands
WORK PATTERN:	Term Time only plus inset days (39 weeks) 5 days 30 hours

Job Purpose:

- Cover our school reset facility as directed by pastoral manager/assistant headteacher
- Monitor and support students' behaviour, learning, progress, well-being and attendance
- Be an integral part of the pastoral and behaviour team
- Work with students, staff, parents and external agencies, with the aim to help our young people participate positively to school life and experience success
- Act as a role model through delivering high quality pastoral care, engaging positively with continuous professional development and ensuring a professional presence.

Main duties and responsibilities:

- Cover our school reset facility as directed by pastoral manager/assistant headteacher
- Support administrative tasks linked to detentions and the school's reset room
- Support the staffing of detentions on a rota with the heads of year
- Liaise with heads of year and the pastoral team, to identify and work with key students
- Monitor data and consistency of recording; communicate with parents; log information on Arbor (MIS)
- Plan and carry out pastoral and behaviour interventions with identified students, logging all communication and intervention appropriately
- Support and mentor identified students, with pastoral care needs, on a 1:1 basis - logging all communication and intervention appropriately
- Attend/lead meetings as required - including parent meetings and outside agency meetings
- Investigate reported incidents as they arise in school
- Deal with issues in a positive manner, communicating actions to staff, students and parents, as appropriate.
- Manage restorative meetings as required
- Be part of the Behaviour and Pastoral Team; monitor/analyse the patterns of behaviour to ensure the effectiveness of the strategies adopted by the school
- Encourage students with Behaviour, Emotional and Social needs to participate positively to school life and access lessons and learning
- Guide and support assigned students in achieving their personalised behavioural and learning targets
- Support our whole school approach to behaviour management – especially our restorative and relational practice
- Support reintegration of students on return to school from suspension

- Undertake training with staff groups to ensure a consistent approach throughout the school □ Liaise and communicate with outside agencies
- Support vulnerable students: disadvantaged, looked after children, young carers and persistent non-attenders; help remove barriers to learning
- Liaise with the relevant members of staff, including the Deputy Head Teacher (DSL) and DDSLs, on issues of a pastoral and/or safeguarding nature, with active involvement in team meetings
- Be alert to safeguarding issues; log and pass on concerns as appropriate; deal confidentially and sensitively with parents and students undergoing difficulties.
- Build strong relationships with parents, carers and families, making contact as required to ensure positive family support in meeting the school's expectations; communicate outcomes of meetings as required
- Contribute to the writing and implementation of support plans for identified pupils
- Ensure all Health and Safety regulations are complied with, as well as school policies, for example Safeguarding, Data Protection and e-safety
- Ensure confidentiality is observed at all times
- Comply with any reasonable request from line manager or senior member of staff, to undertake work of a similar level that is not specified in this job description

	Behaviour and Learning Assistant Person Specification	Essential	Desirable	A/C/I/R
Qualifications	Equivalent of 5 GCSE subjects at Grade 4 or above including Maths and English.	*		A/C
	Commitment to Continued Professional Development	*		A/C
Experience	Experience of working in an educational environment (Secondary experience desirable)	*		A/I
	Experience of pastoral support working with young people and families. (Secondary experience desirable)	*		A/I
	Experience of working with individuals who display challenging behaviour.	*		A/I
	Understanding of the role of a mental health first aider		*	A/I
Knowledge/ Skills	Good working knowledge and understanding of IT and ability to use Word, Excel and a MIS (school uses Arbor)	*		A/I
	Communicate clearly and concisely both orally and in writing	*		A/I
	Able to gather information and produce reports	*		A/I
	The ability to communicate effectively with staff, students and parents.	*		A/I
	Ability to prioritise own workload	*		A/I
Other	Accuracy and attention to detail	*		A/I/R
	Good planning and organisational skills	*		A/I/R
	Adapt quickly to changes to regulations and processes	*		A/I/R
	Ability to work as part of a team and on own initiative and with resilience.	*		A/I/R
	Self-motivating with the ability to multi-task	*		A/I/R
	Good interpersonal skills, and the ability to enthuse and motivate others, as well as offer emotional support	*		A/I/R
	Flexible and adaptable approach to management of work	*		A/I/R
	Able to build positive and constructive relationships, praising and encouraging students to help them achieve their very best	*		A/I/R
	Ability to confidently give clear boundaries	*		A/I/R
	Commitment to uphold School Equalities Policy	*		A/I/R
	Commitment to safeguarding and promoting the welfare of children and young people.	*		A/I/R
	Motivation to work with children and young people.	*		A/I/R
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	*		A/I/R