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| **POST TITLE:**  | **Behaviour and Pastoral Support Assistant** |
| **RESPONSIBLE TO:** | **SLT link - Head of Behaviour and Welfare** |
| **GRADE:** | **Band 4 (SCP 6)** |
| **WORKING WEEKS:** | **37 hrs/wk - Term time plus + 10 days (40 working weeks)** |
| **PURPOSE OF POST:** | To be an integral part of the pastoral team. To work closely with the team to support staff and students with pastoral concerns, support students to make the right choice impacting on behaviour and student engagement. To liaise closely with students and their families to provide support, guidance and implement strategies to identify and remove any barriers to learning to ensure students maximise their educational opportunities.To work closely with outside agencies to ensure there is a holistic approach to supporting students and their families promoting both ‘Keeping Children Safe in Education’ and embedding the Academy’s choices policy. To support the Pastoral team with daily learning walks and other duties. To support the implementation of safeguarding measures and welfare interventions under the direction of the Head of Behaviour and Welfare and the DSL. To support the Pastoral Administration Manager (First Aid Coordinator) – to administer day-to-day First Aid and medication, ensuring all incidents are recorded accurately on the relevant paperwork and appropriate platform and parents/carers are informed in a timely manner**.**  |

The job description will be reviewed regularly to reflect or anticipate changes in the job, commensurate with the salary and areas of responsibility.

**With the Senior Pastoral team, the post holder will:**

* Help to deliver the Academy vision and translate into practice
* Ensure that all the Academy policies are understood and implemented
* Foster a learning culture with high expectations in a safe and secure learning environment
* Contribute to the Academy Improvement Plan

**SPECIFIC DUTIES AND RESPONSIBILITES**

* To conduct learning walks to ensure there is a calm and purposeful learning environment around the Academy and in all classrooms.
* To support students to make the right choice in the classroom and around the Academy to support positive behaviour, engagement and remove barriers to learning.
* To challenge poor behaviour choices by explaining the academy vision and ethos and ‘hold the line’ in a reasonable and proportionate way
* To support teaching staff and students to identify barriers to students attending their lessons.
* To support the choices manager in the choices room, when necessary to provide individual bespoke intervention.
* To work closely with the DSL and safeguarding team to ensure interventions are appropriate and information is shared in accordance with the safeguarding policy & KCSIE.
* To log all safeguarding information onto CPOMS and upload confidential information as required.
* To ensure all assigned CPOMS cases are actioned accordingly.
* To meet weekly with the choices manager to discuss recidivist students and prepare individualised behaviour support plans.
* To support the pastoral team with managing incidents and investigations. To support and encourage restorative interventions.
* To support the pastoral team with Early Help Assessment referrals.
* To support the Pastoral administration manager to deliver first aid and medication as per the medical administration policy and practice.
* To record all First Aid on relevant database/paper documents.
* To administer medication as per student care plans and log all information in line with policy.
* To communicate with parents and carers in a timely manner informing them of any incident and all actions taken.
* To support any reviews of the First Aid and Medical policy and procedures.
* To work with outside agencies to ensure all appropriate support is accessible with a child centred approach.
* To attend the weekly inclusion meeting to share appropriate information and agree actions of support.
* To ensure all interventions are logged on the incident, intervention, impact document.
* To support with weekly phone calls home to parents/carers raising concerns and offering praise where necessary.
* To support the pastoral team with parental meetings to share praise and concern.
* To complete any task that is reasonable and commensurate with the role

**Management of the Academy**

* To promote and safeguard the welfare of children in your care.
* To support the pastoral team under the direction of the Head of Behaviour and Welfare to ensure all leaders can think strategically.
* To understand and follow all policies and procedures and model good practice.
* To support with any other duties as required.

**Community and Partnerships**

* To support the Head of Behaviour and Welfare to work closely with all external agencies to ensure the successful ongoing support and intervention for all students.
* To liaise with and support parents and outside agencies to share progress and concerns of specific students.

**Developing Self and Working with Others**

* To support the induction of new staff within the pastoral team.
* To create and maintain good working relationships among all members of the Academy community
* To create positive and effective working relationships with outside agencies and off-site education providers
* To engage fully in performance management process.
* To attend CPD and complete training as directed to increase knowledge and enhance skill set

Last Reviewed: May 2025

**PERSON SPECIFICATION**

**Behaviour and Pastoral Support Assistant**

**Key**

**A Application form including personal statement**

**S Selection Process including interview**

**R Employment References**

**C Certificates**

**D Enhanced Disclosure and Barring Services Criminal Check**

| **Criteria number** | **Criteria** | **Essential / Desirable** | **Stage identified** |
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|  | **Qualifications** |  |  |
| 1. | Maths and English GCSE (4-9 /C-A\* grade)   | E | A,C |
| 2. | Evidence of recent professional development | D | A,C,R |
| 3. | Current First Aid Certificate (or willingness to undertake) | E | A,C |
|  | **Experience & Knowledge** |  |  |
| 4. | Experience of successfully working with students in secondary education setting | E | A,S,R |
| 5. | Recent experience of working with challenging young people | E | A,S,R |
| 6. | Evidence of making a positive impact on students and their families | E | A,S |
| 7. | Experience of running youth organisations/clubs and/or activities | D | A,S |
| 8. | Knowledge of strategies to engage poor attendees | E | A,S |
| 9. | Knowledge of excel and other appropriate data bases. | E | A,S,R |
| 10. | Knowledge of all DFE policy documents (KCSIE, Attendance, Working together, exclusion and suspensions etc | E | A,S |
|  | **Skills** |  |  |
| 11. | Excellent oral and written communication skills who can have difficult conversations with parents, staff and pupils | E | A,S,R |
| 12. | High expectations of behaviour and attitudes to learning and able to communicate those effectively to students | E | S |
| 13. | Excellent ICT skills | D | A,S,R |
| 14 | Able to meet deadlines and work under pressure | E | S,R |
| 15. | Able to prioritise, plan and organise | E | S,R |
| 16. | Communicate well with all stakeholders including parents / carers/outside agencies | E | S,R |
| 17. | An ability to work as a team, accept support and challenge inefficiency | E | S,R |
| 18. | An ability to challenge and motivate others to create a forward- thinking organisation committed to academy improvement through emotional intelligence and positivity. | E | S,R |
|  | **Personal Attributes** |  |  |
| 19. | A commitment to equality and diversity | E | S |
| 20. | To be able to ‘hold the line’ of behaviour expectations with compassion and articulate the Academy vision and ethos. | E | A, S |
| 21. | Ability to ‘lead by example’ and be a good role model for staff & students | E | S, R |
| 22. | High standards of integrity, honesty and punctuality | E | S, R |
| 23. | Stamina, resilience and a good sense of humour | E | S, R |
|  | **Special Requirements** |  |  |
| 24. | Commitment to safeguarding pupils and suitability to work with young people  | E | A,S,R,D |
| 25. | Ability to form and maintain appropriate relationship boundaries with children | E | A,S,R,D |
| 26. | Ability to attend occasional events outside the school day | E | S |
| 27. | The ability to communicate at ease and provide advice in accurate spoken English | E | S |

Employment references will be requested prior to the selection process and any issues arising from these will be discussed at interview. All appointments to satisfactory references.

Last Reviewed: May 2025