|  |  |  |
| --- | --- | --- |
| Person Specification – **Lead Relationships Practitioner** | | |
| Qualifications | Essential | Desirable |
| Evidence of completing relevant training in previous positions held. | X |  |
| High Level Teaching Assistant (HLTA) Qualification. |  | X |
| Specific qualifications related to relationships, behaviour and culture e.g. NPQLBC. |  | X |
| Specific qualifications related to Social, Emotional and Mental Health approaches and interventions. For example: ELSA, Drawing and Talking, Boxall, The Zones of Regulation, Emotional Coaching. |  | X |
| Experience and Knowledge |  |  |
| Experience managing a team of intervention practitioners. |  | X |
| Experience in the planning, teaching and assessment of whole class learning. | X |  |
| Experience in the planning, teaching and assessment of specific interventions for individual pupils and pupil groups. | X |  |
| An aspiration to work within a highly effective Pastoral Team. | X |  |
| Knowledge and experience of safeguarding policies and procedures. | X |  |
| Experience of implementing a range of strategies in order to maximise educational outcomes. | X |  |
| Experience of liaising successfully with external agencies, for example Educational Psychologists. |  | X |
| Experience of building and maintaining effective relationships with all stakeholders, including pupils, colleagues, parents/carers, health professionals and The Local Authority. | X |  |
| Experience implementing effective assessment tools in order to promote high educational outcomes, including SEMH assessment tools e.g. the Boxall Profile. | X |  |
| Experience of leading interventions across a setting. This includes pupil allocation, monitoring and reviewing the effectiveness of interventions, including writing and sharing reports regarding the impact of work completed. | X |  |
| Knowledge of the process of target setting and its impact on pupil outcomes, including setting strength-based outcomes and reviewing their impact. | X |  |
| Ability to confidently use technology to support the delivery of the curriculum. | X |  |
| Knowledge of implementing specialist approaches to support building relationships e.g. The PACE approach, emotion coaching, restorative conversations. | X |  |
| Experience of planning and teaching with a personalised, pupil centred approach. | X |  |
| Experience of supporting pupils with a range of SEND and behaviours that challenge and harm. | X |  |
| Experience of supporting pupils with an Education, Health and Care Plan. |  | X |
| Qualities |  |  |
| The aspiration to be a member of the Relationships team school-wide | X |  |
| The ambition to be part of our vision to be a trail-blazing school | X |  |
| Resilience in the face of challenge and a positive attitude towards all | X |  |
| High standards of professionalism within timekeeping, communication, both in verbal and written form | X |  |
| High standards of professionalism within confidentiality and safeguarding, understanding that information regarding pupil’s SEMH is sensitive and only to be shared with relevant professionals and family members when directed to do so by line managers | X |  |
| Being adaptive and flexible to support the strengths of pupils, in addition to meeting varied needs | X |  |
| The ability to build strong, positive relationships that support pupils to feel engaged and inspired in their learning | X |  |
| Ability to consistently demonstrate a calm, resilient, child-centred approach when supporting a dysregulated pupil | X |  |
| Being a role model to pupils, by modelling positive behaviour | X |  |
| Having an unconditional positive regard for all pupils, ensuring that pupil voice is heard before actions and outcomes are agreed upon | X |  |

Job Description

|  |  |  |  |
| --- | --- | --- | --- |
| Job Title | Lead Relationships Practitioner | | |
| Contract | 30 hrs per week, Term time + 1 week, permanent | | |
| Location | Drake Primary School | | |
| Responsible to | Aimee Theobald – Deputy Head, SENDCo, Pastoral Lead | | |
| Salary | Scale F | Suitable for ECTs | N/A |
| Application details | Use the application form and return to [office@drake.norfolk.sch.uk](mailto:office@drake.norfolk.sch.uk)  Interviews will take place on a rolling basis. Early applications are encouraged. Closing date: midday on 20.12.2024. | | |
| Context | | | |
| Drake Primary School has a unique opportunity for an excellent practitioner to work alongside our Pastoral Team and Relationships and Culture Lead as a Lead Relationships Practitioner.  This is a fantastic opportunity for a trained and experienced practitioner to develop their skills, focusing on relationships, behaviour and SEMH across the school.  You will be joining an innovative, trail-blazing team and playing a role in the success and implementation of the Relationships Policy and how this will influence our school culture moving forward. We believe that strong, secure relationships are the key to positive behaviour, with an attitude of ‘unconditional positive regard’ for all of our pupils. We are looking for a resilient and nurturing professional to implement our trauma informed, holistic approaches and to support our SEMH practitioner to deliver provision to meet the social, emotional and mental health needs of our pupils. | | | |
| Responsibilities | | | |
| The main responsibilities are;   * Leading and managing the delivery on interventions across the school. * Supporting the Relationships and Culture Lead to implement the Relationships Policy. This includes but is not limited to: responding to incidents of pupil dysregulation, ensuring zones profiles are followed and updated and restorative conversations are carried out. * Working collaboratively within the Pastoral Team to ensure Relationships and Behaviour are regularly monitored and reviewed. * Working collaboratively with parents to build trusting home/school relationships, including the monitoring of Pastoral Support Plans (PSPs) by attending PSP meetings and supporting the class team with target setting and reviews. * Work collaboratively with colleagues across the school, including modelling high standards of practice within the classrooms and supporting class teachers to plan using the Boxall Profile. * Leading the support for pupils with medical needs, including reviewing healthcare plans and chairing the medical council. * Supporting during less structured times of the school day e.g. playtimes, to model positive SEMH skills and to support with the mediation of any peer conflict. * Oversee the implementation of interventions, including communication with parents, ensuring key documentation is completed and handovers are scheduled and up to date. * Covering whole classes as a Higher-Level Teaching Assistant (HLTA). * Attending Pastoral meetings when directed to do so by the Pastoral Lead. * Fulfilling any reasonable responsibilities as directed by the Pastoral Team. | | | |
| Our Offer | | | |
| * A passionate, driven and successful school where you will feel well supported in your role by the leadership team, pastoral team and the wider warm and friendly staff team. * The opportunity to work with the most wonderful students and families. * A caring ethos with enthusiastic and skilled staff who are highly aspirational and committed to pupil welfare, progress and life-chances. * Wellbeing support and signposting for staff using a range of tools, including the online platform WelBee. * Excellent continuous professional development and career enhancement opportunities. * Electronic devices to fulfil your role e.g. a laptop. * Well-resourced facilities for ICT and Music with 4 musicians in residence. * On-site childcare (from 12 weeks to 4 years old). * On-site Parking, including electric charging points. | | | |