

Job Title:	Pastoral Assistant
Responsible to:	Assistant Principal and Principal
Terms and Conditions:	37 hours per week (term time +1) Scale E

Our Vision

Our vision is to work together to help every child to develop into high achieving, confident, healthy, caring and resilient members of their family and community; creating a pathway to support their career aspirations, independence and contribution to society.

Our Qualities

Every member of our team is expected to demonstrate the ability to:

- Develop positive relationships with all children and adults
- Recognise and manage their own emotions, thoughts and behaviours and understand how these can impact others
- Be curious around the reasons behind others' behaviours, accepting all feelings and beliefs
- Understand others' emotions and thoughts and feel a natural desire to support
- Have the courage to reflect, make changes and be keen to learn

Core Purpose

The Pastoral Assistant will work alongside key school staff to promote excellent behaviour, improve attitudes of students, and improve behaviour for learning in line with Academy Behaviour Policy. They will work with children and families to promote the highest levels of behaviour amongst students to create a positive learning atmosphere across the school. The Pastoral Assistant will be based in the Reflection Room, alongside the Behaviour Coordinator, ensuring appropriate record keeping and developing the vision for helping students to manage and regulate their behaviour.

It is important to:

- Promote and support high levels of excellent behaviour, to enable students to achieve their full potential.
- Promote a positive behaviour and attitude culture within the Academy.
- Alongside the Behaviour Coordinator, manage and maintain the Academy Reflection Room in order to facilitate the resolution of behaviour events within the Academy
- Use emotion coaching techniques to help develop responsibility for behaviour with students
- Help to develop key skills in students which will enable them to successfully enter the world of work, training or education beyond school.

Key Areas of Responsibility

- To Promote, maintain and manage the Academy Reflection Room, alongside the Behaviour Coordinator.
- To enforce and uphold the Academy behaviour policy.
- To maintain accurate records on SIMS/ Reflection register.
- To assist SLT with addressing and rectifying day-to-day behaviour issues across the Academy.

We are part of...

WENSUM TRUST 

- To assist with On Call rota in managing poor behaviour and removal of students from lessons
- To be aware of and use safeguarding policies as appropriate with the Academy.
- To support staff in their classrooms to ensure good behaviour from students.
- To be a visible, accessible and pro-active throughout the Academy prior to and post teaching and learning hours including break and lunchtimes.
- To produce and interpret information relating to behaviour patterns/groups.
- To provide support and guidance for students in terms of pastoral meetings, reflection time and conflict and behaviour resolution.
- To provide updates for staff on student behaviour.
- To monitor the behaviour of vulnerable groups of students and liaise with staff.
- To assist with the identification of students who will receive support in improving their behaviour record.
- To work with parents/carers and other agencies in improving students behaviour and coordinating parental support and training where appropriate.
- To produce fortnightly reports for the relevant Assistant Principal.
- To assist in the monitoring and identification of students at risk of exclusion; students with low self-esteem, motivation; students with family and school issues impacting on Academy life; students educationally underachieving and with poor attendance.
- To assist with structured one-to-one and group mentoring sessions where appropriate; provide support in terms of anger management, self-esteem etc. as well as personalised sessions where necessary.
- To communicate with teaching staff in terms of pupil/student progress both academically and emotionally so as to support the students reach their full potential.
- To liaise with the designated colleagues for child protection.
- To keep up to date with training.

Safeguarding

- To commit to training as a Senior Designated Safeguarding Lead and to uphold the operating procedures of DSLs.
- Undergoing regular refresher training to ensure your safeguarding knowledge is as up to date as possible and in line with new guidance.
- To act as the first point of contact for any safeguarding concerns, providing timely, relevant support and advice in order to safeguard the student.
- Liaise with staff, families and external agencies to discuss any safeguarding issues or concerns
- Ensuring effective use of reporting and recording systems.
- Communicating with families on the school's policies and procedures, as well as any concerns or referrals where appropriate.
- Uphold statutory and school safeguarding measures at all times. Maintain a professionally curious attitude of 'it could happen here' in every aspect of the role.
- To support the development and monitoring of student awareness of safeguarding.

Health and Safety

- Be aware of the responsibility for your personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety and Welfare.
- Assisting with or undertaking risk assessments relevant to the post.

Continuing Professional Development

- In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with developments related to school efficiency, which may lead to improvements in the day-to-day running of the school.
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this role profile.

Employees are expected to be courteous to colleagues and students, providing a welcoming environment to visitors and telephone callers.

This role profile is current at the date shown but, in consultation with you, may be changed by the CEO or Board of Trustees to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

	Essential	Desirable
Personal Attributes	<ul style="list-style-type: none"> • Relational • Self-aware • Curious • Accepting • Empathetic • Reflective • Demonstrate enthusiasm • Demonstrate an ability to cope with stressful situations • Ability to gain respect of students through a manner of confidence and authority • Able to organise own workload in the context of varied tasks • Able to work calmly under pressure • Ability to create effective links with external providers • Ability to critically evaluate own performance and make any necessary changes to be more effective 	<ul style="list-style-type: none"> • Able to use own initiative and work alone when necessary
Qualifications	<ul style="list-style-type: none"> • Minimum of 5 GCSEs (A*-C) or equivalent, including mathematics and English • Good literacy and numeracy skills to Level 2 	<ul style="list-style-type: none"> • Qualification in work linked with children and young people.

Experience		<ul style="list-style-type: none">• Work within an education/social care setting• Previous work with young people and families• Experience of supporting students with behaviour and emotion regulation.
Skills/Knowledge	<ul style="list-style-type: none">• Demonstrate an understanding of issues linked to confidentiality• Ability to apply behaviour management policies and strategies so as to contribute to a purposeful learning environment• Ability to communicate effectively with children and adults at all levels• Ability to undertake varied duties• ICT competent• Ability to analyse data• Demonstrate an understanding of working as part of a team	<ul style="list-style-type: none">• An understanding of the emotion coaching techniques and behaviour for learning strategies• Demonstrate an awareness of child protection issues• Demonstrate willingness to take responsibility for continued personal development