



**Education
Trust**

Level 3 Pastoral Assistant Job Description

Job Title:	Level 3 Pastoral Assistant
Responsible To:	SENDCo/DSL & Family Support Worker
Grade:	Grade D, Scale Point 5
Hours:	31.25 hours per week (39 weeks per year)

The following is an outline of the range of duties that can be expected of Pastoral Assistant. It is not a comprehensive or exclusive list and duties may be varied from time to time, according to the needs of the children or school, which do not change the general character of the job or level of responsibility entailed

Key purpose of the Job:

To provide holistic support to pupils, addressing their social, emotional and mental health needs to help them overcome barriers to learning.

In collaboration with the SENDCo, DSL and Family Support Worker, key responsibilities will include support in the following areas:

Learning Difficulties:

- Collaborate with teachers and the SENCO to identify pupils facing learning challenges and develop individualised support plans.
- Provide targeted interventions and support sessions to help pupils overcome academic barriers while considering their emotional needs.

Self-esteem and Confidence Building:

- Develop and implement activities that foster positive self-esteem and confidence in pupils, promoting a growth mindset and self-worth.
- Use strategies that are sensitive to pupils' experiences, promoting empowerment and resilience.

Social Communication Skills:

- Support pupils with social communication difficulties, such as those on the autism spectrum, through tailored, trauma-informed interventions.
- Facilitate social skills groups that create a safe space for pupils to interact positively with peers and adults.



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Attachment and Relationship Building:

- Build strong, trusting relationships with pupils, serving as a consistent point of contact for those experiencing attachment difficulties, using a trauma informed approach.
- Use an inclusive, child-centred approach to nurture a sense of security and belonging within the school environment, mindful of the impact of trauma on behaviour and relationships.

Support for Pupils will include:

- Providing alternative provision for pupils during lunch break and lunchtime
- Supervising pupils excluded from, or otherwise not working to, a normal timetable
- Attending to pupils' personal needs and provide advice to assist in their social, emotional, health & personal development (including hygiene)
- Participating in observation and assessment of pupils to determine those in need of targeted support
- Assisting class Teachers and the SENCO with the development and implementation of Individual Learning Plans (ILPs), Behaviour Support Plans or Pastoral Support Plans
- Supporting provision for pupils with special needs, particularly in the area of need relating to social, emotional and mental health and attendance/punctuality
- Establishing productive working relationships with pupils, acting as a role model during all parts of the school
- Developing 1:1 mentoring arrangement with pupils and provide support for pupils suffering anxiety or stress
- Promoting the effective transfer of pupils across phases/integration of those who have been absent
- Providing information and advice to enable pupils to make choices about their own learning / behaviour/attendance
- Challenge and motivate pupils, promote and reinforce self-esteem

Support for Teachers

- Liaising with feeder schools and other relevant bodies to gather pupil information
- Supporting pupils' access to learning using appropriate strategies, resources etc.
- Working with other staff in planning, evaluating and adjusting learning activities, environments and timetables, as appropriate
- Monitoring and evaluating pupils' responses and progress against action plans through observation and planned recording
- Providing objective and accurate feedback and reports as required, to other staff and other agencies on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence
- Keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
- Assisting in the development and implementation of appropriate behaviour management strategies
- Establishing constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links



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- Assisting in the development, implementation and monitoring of systems relating to attendance and integration
- Carrying out associated administration tasks as required, e.g. administering Thrive assessments, creating personal transition books, creating personalised behaviour charts or visual cue cards

Support for the Curriculum

- Implementing agreed learning activities and/or support programmes, adjusting activities according to pupil responses and needs
- Exploring and utilising a range of activities, courses, programmes, organisations, outside agencies and individuals to provide support for pupils to support, broaden and enrich their learning
- Assessing and preparing the use specialist equipment, plans and resources to support pupils

Support for the School

- Be aware of and comply with the policies and procedures relating to Safeguarding, Child Protection, confidentiality and data protection, reporting all concerns to the DSL or Head of School
- Promote and support diversity, ensuring that all pupils have equal access to learning and development opportunities.
- Contribute to the overall inclusive ethos and aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular review meetings with the SENDCo or DSL
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Assist in the supervision, training and development of staff
- Implement planned supervision of pupils out-of-school hours e.g. on residential visits
- Supervise pupils on visits, trips and out-of-school activities, as required

Professional Values

- Willingness to participate in Performance Management and Professional Development, including attendance at relevant staff development (internally and externally) and apply the knowledge
- Commitment to adopt, adhere and work within Trust policies and procedures and help identify, minimise and eliminate any Health and Safety issues in the workplace
- Value diversity and promote equal opportunities.
- Ensure that all information in relation to the Trust is treated with discretion and strict confidentiality at all times
- Demonstrate a high level of courtesy and care at all times
- Commitment to the Safeguarding and welfare of children at all times
- Recognises the value and benefits of team working



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General

- Support the ethos, aims and vision of the Trust.
- Support the Trust in its drive to raise standards for all pupils.
- Support the enhancement and operation of the learning environment of the Trust.

Inspiring the individuals today, for a better society tomorrow