

# Bishop Walsh Catholic School

## Job Description

POST:	Pastoral/Behaviour Support Assistant
RESPONSIBLE TO:	SLT and HOYs
SALARY:	Grade 3 Term Time Only
LOCATION:	Bishop Walsh Catholic School
WORKING PATTERN:	36.5hrs – Term Time (M-F 8.30am – 4.20pm)
LEVEL OF SUPERVISION:	<ol style="list-style-type: none"><li><del>1. Regularly supervised with work checked by supervisor</del></li><li>2. Left to work within established guidelines subject to scrutiny by supervisor</li><li><del>3. Plan own work to ensure the meeting of defined objectives</del></li></ol>

Members of staff at the St John Paul II MAC will role model the Catholic values its schools at all times and support the school in delivering on its vision and ethos in a professional, positive and constructive manner. They are required to follow all policies and procedures as directed as well as have a clear understanding of schools' code of conduct.

### JOB PURPOSE:

The post holder will work with teachers and the SLT to secure the pastoral welfare of a designated group of pupils, engaging with all stakeholders including teachers and parents, ensuring all pupils in their care are consistently ready for learning and are able to achieve academically.

### Roles and Responsibilities

- To be the first port of call for staff where behaviour is impacting on learning and/ or health and safety.
- To work closely with the SLT and HOYs in the implementation of the school's behaviour policy.
- Implementing pupil lesson checks managing behaviour escalations and monitoring behaviour as directed.
- To be a role model for pupils at all times modelling consistently high levels of professionalism and pastoral care.
- As directed, support with the running of the centralised detention system, the lesson by lesson On Call system and the supervision of the Behaviour Reflection Room and Damascus Suite.
- To provide mentoring support to identified pupils as directed by senior leadership
- Deliver specific programmes and targeted support to groups of children aimed at removing barriers to learning and good behaviour as directed by the SLT.

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- Play an integral part in the implementation of all strategies around inclusion including school uniform, routines, attendance and punctuality
- Work with attendance officer/lead on matters relating to attendance and punctuality.
- Collate and record work for pupils who are excluded or withdrawn from school community for any reason (e.g. Refocus at another school)
- Be DSL trained and liaise closely with the safeguarding team on matters of safeguarding and child welfare/ wellbeing.
- To provide in class support to designated groups of children as directed by the Senior Leadership Team and Heads of Year.
- Communicate concerns regarding behaviour and attendance to SLT and Heads of Year.
- Ensure measures are in place for any pupils with medical issues, ensuring appropriate arrangements are made for pupils who are unwell.
- Support in the administration of paperwork and administration around behaviour reflection days, suspensions, exclusions, alternative provision, off site direction pupils and other such arrangements as directed
- To conduct telephone calls and meetings with parents and other staff members to discuss behaviour
- To attend meetings with key pastoral staff and the SLT and HOYs to discuss behaviour
- To monitor individual pupil behaviour via a report system aimed to identify improvements.

## General

- Be first aid trained and be part of the daily first aid rota.
- To be a visible and pro-active part of the duty system throughout the School day both in terms of before and after school, and during break time
- Support Heads of Year and SLT in the organisation of parents evenings as well as supporting with assemblies and year group specific matters/events (e.g. Year 8 options evening, Year 11 Prom)
- Support with the delivery of whole school curriculum activities such as enriched curriculum time, trips and visits as directed
- Support with invigilation of internal and external examinations as directed by the leadership team and person in charge of exams.
- Participate in all training as directed
- To attend all staff meetings and relevant staff events as required

This job description will be reviewed annually and may be subjected to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Elements of this job description and changes to it, may be negotiated at the request of either the Headteacher or the post holder

The post holder may be required to work some hours after school and evenings in order to engage with parents and attend external agency meetings as required. He/she will be expected to have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, are fulfilled through direct dialogue with employees, contractors and community members.

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The post holder is expected to take responsibility for own attendance and know the school procedures around health and safety, taking all reasonable measures and precautions to safeguard themselves.

All persons are expected to respect the confidential nature of matters relating to all stakeholders. Staff are expected to follow all regulations set out by the school regarding Data Protection in accordance with GDPR

## Person Specification-Behaviour Support Assistant

	Essential	Desirable
<b>Education/Qualifications</b>		
Numeracy and literacy skills equivalent to Level 2 or above	√	
Relevant professional training or development	√	
First Aid Training (will be provided)		√
<b>Experience</b>		
Working with or caring for children of relevant age	√	
Collaborative and supportive work with colleagues within the organisation	√	
Collaborative and supportive work with parents		√
<b>Skills and Knowledge</b>		
Basic understanding of child development and how children learn	√	
Knowledge of factors which impact on children's learning and engagement: E.g. relating to SEND, Adverse Childhood Experiences, mental health.	√	
Understanding of relevant policies/code of practice and awareness of relevant legislation		√
General understanding of the national curriculum and other learning programmes and strategies (e.g. literacy and numeracy)		√
Ability to relate well to children and adults	√	
Good oral and written communication skills	√	
Good listening skills	√	
Proficient ICT skills appropriate to the role, including audio visual and copying equipment	√	
Effective time management	√	
Effective and efficient organisation and administrative skills	√	
Committed to continual personal and professional development	√	
<b>Personal Qualities</b>		
A commitment to inclusion and maximising the academic, personal, social and emotional development of all students	√	
Work constructively as part of a team	√	
Willing to work within organisational procedures, processes and to meet required standards for the role	√	
Be resilient and demonstrate ability to work well under pressure	√	
Able to adopt a flexible working practice	√	
Excellent record of attendance and punctuality	√	
<b>Equal Opportunities</b>		

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Commitment to the Academy's Equality and Safeguarding policies	√	
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