

Post Reference: 2610

Job Title: Pastoral Support Assistant

Grade: C1 - Actual Salary £23,834 to £25,855

Hours: 37 hours per week, term time only plus 5 days. Monday to Thursday 08:00 -16:00 & Friday 08:00 -15:30
Temporary until 31st December 2025

Accountable to: Acting Senior Assistant Principal for Behaviour

JOB DESCRIPTION

Role:

In this role you will contribute to the implementation of the academy strategic priorities, focusing predominantly on the promotion of positive student behaviour, excellent attitudes to learning and outstanding attendance and punctuality.

You will ensure that students receive high quality support and are safeguarded to an exceptional standard.

You will need to be able to support students to make positive choices regarding behaviour, attendance and punctuality and use and implement our routines, fairly, consistently and to a high standard.

You will have a belief that all young people, irrespective of starting point, can be successful and achieve. This can be realised through high quality support using a relational practice lens.

All post-holders at White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the academies. Keeping Children Safe in Education and the guidance for Safer Working Practices directs the work of every adult working at or associated with White Rose Academies Trust.

General Duties and Responsibilities:

- To work proactively to ensure maximum support for students at risk of disaffection and to facilitate early intervention.
- To uphold the academy's principle of respect for all by managing emotions and modelling good behaviour.
- To incorporate restorative and relational practice and pivotal behaviours throughout all aspects of our work and with all stakeholders.
- To recognise students' positive contributions and ensure that their achievements are acknowledged through the academy rewards system.
- To regularly engage with colleagues, parents and carers to ensure a coordinated, partnership focused approach to dealing with individual student and year group issues (following the LEA communications protocol).
- To be a positive role model and maintain professionalism in all dealings with colleagues, students, parents and other professionals.
- To maintain accurate records for all significant interactions, interventions or contact with individual students, their parents/carers, colleagues and any external agencies using academy agreed systems.
- To be responsible for the implementation of positive and pro-active disciplinary measures.
- To develop relationships with students needing particular support to ensure behaviour and attendance targets are met.
- To help facilitate the smooth admission and departure of students to or from the academy. This includes the re-integration of pupils back into mainstream lessons following prolonged periods of absence or internal/external exclusion.
- To support and enforce the academy uniform policy.
- To assist during fire drills/fire emergencies and with other duties designed to keep students safe.
- To attend appropriate courses for personal professional development.
- To attend and contribute to the organisation and smooth running of academy events such as open evenings, parents' evenings, and transition.
- To undertake before and after school duties, break and lunch duties, and attend academy meetings and training as directed by your line manager.

Partnership Working:

- To work in partnership with colleagues to undertake truancy sweeps.
- To ensure all academy routines and processes are followed.
- To ensure all academy and trust policies are implemented fairly and consistently.
- To ensure the Children Missing Education procedure is followed by the academy.
- To work within White Rose Academies Trust, undertake reporting and liaise with other offices to share good practice.

Personal and Professional Attributes:

- To ensure personal safety and security.

Job Description and Person Specification

- To evaluate and develop own contribution to the service.
- To attend training and development opportunities as appropriate.

Other duties:

- To carry out agreed and reasonable supervisory duties as detailed by the Leadership Team.
- Any other duties commensurate with the post.

Equal Opportunities:

- To promote equal opportunities in education in order that all children and families will gain optimum benefit from the service provided.
- To promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing.

Generic Staff Requirements:

- Uphold the professional standards expected of every member of academy staff in all dealings with colleagues, students, parents/carers, and the wider community.
- Adhere to the principles expressed in the aims of the academy and its mission statement.
- Actively contribute to the continued development of the academy and self by attending training, participating in relevant meetings and appraisals, and putting forward ideas for improvement.
- Be a positive, collaborative team member.
- Apply academy policies in all aspects of the role.
- Improve own practice through observation, evaluation, discussion with colleagues and appropriate CPD programmes.
- Work collaboratively with colleagues, knowing when to seek help and advice.
- Contribute to the overall ethos, work, and aims of the academy by attending relevant meetings, training days/events as requested.

Job Description and Person Specification

- Be aware of and comply with the academy policies and procedures e.g. safeguarding, child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be responsible for safeguarding children and promoting their welfare and following child protection procedures.
- Be aware of and support difference and ensure equality for all working in an anti-discriminatory manner, upholding, and promoting the values, standards and equal opportunities of the academy.
- Recognise and appropriately challenge any incidents of racism, bullying, harassment, victimisation, and any form of abuse of equal opportunities, ensuring compliance with relevant policies and procedures.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. This job description may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the academy.

All postholders are accountable through White Rose Academies Trust Performance Management Appraisal Policy. The Governors and Principals of White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced level check with the Disclosure & Barring Service. Please note that a criminal record will not necessarily be a bar to obtaining employment; this will depend on the circumstances and background to any offence.

Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.

PERSON SPECIFICATION

The specific qualifications, experience, skills, and values required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it is an essential or desirable requirement, and at which point in the recruitment process it will be assessed.

You should be able to demonstrate the following criteria:

E = Essential

D = Desirable

Measured by:

A = Application Form

T = Test/Exercise

I = Interview

R = References

C = Certificate

Qualifications

E	GCSE level of education C or equivalent (to include English and Maths)	A
D	Relevant qualification or experience	A I
E	A good level of appropriate ICT skills	A I R T

Knowledge and Experience

E	Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	A I R
E	Knowledge, understanding and commitment to safeguarding and promoting the welfare of students	A I R
E	Able to form and maintain appropriate relationships and personal boundaries with students	A I R
E	Able to demonstrate further professional development through qualifications or training	A I R
E	Demonstrate high standards of organisation that lead to improving the attendance for students	A I P T
E	Knowledge of strategies of improving the climate for learning, including anti-bullying, anti-racist, and strategies that support protected characteristics	A T R
E	Experience of liaising with teachers about the well-being and attendance of students	A T I R
E	Excellent knowledge of how to support vulnerable children	A I

**Job Description and
Person Specification**

E	Excellent knowledge of how to use IT management systems to record and extract student information, and prepare written evidence	A P
E	Experience of developing positive relationships when dealing with parents	A I R
E	Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people	A I R
E	Able to demonstrate a firm but fair approach	A I R
E	Able to work with systems and processes to support young people make positive choices	A I R
E	Able to demonstrate restorative working approach	A I R
E	Understanding of the importance of punctuality at work or duty point	A I R

Skills, Attributes, and Abilities

E	Enjoy seeing young people learn in a positive climate and is committed to ensuring all are supported in making progress	A R
E	Is committed to engaging learning and ensure that they are safe	A R
E	Has a personal impact/presence underpinned by high expectations of attendance, achievement and behaviour	A I R
E	Is committed, resilient, robust and resourceful and has a reflective, focussed and determined disposition	A I R
E	Is able to effectively deal with difficult and challenging situations	I
E	Is sensitive, empathetic yet professionally and objectively detached when managing conflict	I R

Leadership and Management

E	Can demonstrate high levels of professionalism	I R
E	Has high expectations, sets and delivers high standards and commands credibility through expertise	A I R
E	In conjunction with line manager, can suggest interventions to improve student attendance and wellbeing	A I R
E	Knows when to consult, make decisions and defer to others	A R
E	Is able to prioritise, plan and organise activities and meet deadlines	A I R
E	Forms good relationships with all stakeholders	I R

**Job Description and
Person Specification**

Self-Management

E	Manages own personal time effectively	A R
E	Sets and achieves challenging professional goals	A I R
E	Takes responsibility for their own professional development	A R
E	Can carry out admin responsibilities including analysing and measuring the impact of own work	A I R

Behavioural and other characteristics

E	Committed to continuous improvement	A I
E	Able to carry out all duties having regard to an employee's responsibility under Health & Safety Policies	A I
E	Willing to actively participate in training and development activities to ensure up to date knowledge, skills, and continuous professional development	A I
E	Possess positive values and attitudes and adopt high standards of behaviour in a professional role	I R
D	Take a key role in contributing to extra-curricular activities within the academy	I
D	Willing to participate actively in the life and work of the school to support the ethos and culture, providing presence as and when required	A I R
E	Promote equality, diversity and inclusion and demonstrate this within the role	I R
E	Be jointly responsible for promoting and safeguarding the welfare of students	I R

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