



STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

PASTORAL SUPPORT ASSISTANT

JOB DESCRIPTION

JOB PURPOSE:

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

JOB SUMMARY:

1. Provide integrated focussed support for the most vulnerable students to enable them to become successful independent learners.
2. Provide wrap around support for our most vulnerable students and their families in order to enable the students to become successful independent learners.
3. Play a key role in the whole school attendance strategy by leading and implementing whole cohort attendance strategies.
4. Be trained to Level 2 Safeguarding and work with our Safeguarding Lead Professional and the senior designated officer to support our most vulnerable students and their families and ensure the school does everything possible to safeguard their welfare.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1. Support for Students

- 1.1 Work with small groups of students with regard to attendance.
- 1.2 Be Level 2 safeguarding trained, working closely with the school Safeguarding lead professional and the senior designated officer.
- 1.3 Work with the Pastoral Leaders, Senior Pastoral Leader and other members of staff in order to:
 - i. Support students in having high expectations and to achieve their full potential.
 - ii. Encourage good attendance and set targets to secure improvement.
 - iii. Create and maintain a positive and supportive ethos.
 - iv. Promote high standards of achievement, attendance, behaviour and dress.
- 1.4 Provide feedback to students as appropriate.
- 1.5 Support students in relation to achievement, attendance, admissions and exclusions.
- 1.6 Ensure effective communications with families.
- 1.7 Establish productive working relationships with students, acting as a role model.

- 1.8 Provide information and advice to enable students to make choices about their own learning/ behaviour/ attendance.
- 1.9 Challenge and motivate students, promote and reinforce self-esteem.
- 1.10 Support the Pastoral Leader by working with individual students and small groups to address behaviours and build independence, self-reliance, determination and resilience.
- 1.11 Provide regular updates on progress towards targets for families.
- 1.12 Support the re-admission of students following exclusion/after-school provision.
- 1.13 Support the admission of new students and oversee systems for the re-admission of students following exclusion or long-term absence from school.
- 1.14 Establish positive and constructive relationships with families of targeted students, exchanging information, facilitating support for their child's attendance, access and learning and supporting home to school and community links.
- 1.15 Liaise with colleagues as necessary to ensure appropriate intervention strategies are in place to combat barriers to learning.
- 1.16 Support with the organisation and delivery of assemblies.
- 1.17 Support the calm and efficient movement of students around the building and especially at lesson changeover, being visible and proactive in moving students on at key points during the school day e.g. at the end of break and lunchtimes.
- 1.18 Work with students during their social time as necessary so they are actively and positively engaged in a positive school culture.
- 1.19 Resolve incidents and refer more serious incidents to the Pastoral Leader.
- 1.20 Participate in the restorative justice process to enable students to become independent learners.
- 1.21 Liaise with Child Protection / LAC Officer with regard to admissions attendance, exclusions, child protection and matters relating to looked after children.
- 1.22 Work closely with all teaching, mentoring, voluntary staff and any other appropriate agencies in order to ensure a co-ordinated and coherent programme for monitoring and improving attendance levels.
- 1.23 Alert the Pastoral Leader to any trends or patterns of attendance which need addressing.
- 1.24 Support the Pastoral Leader with the monitoring and analysis of year team attendance data on a daily basis and take report findings to the Pastoral Leader.
- 1.25 Ensure all unexplained absences in the year team are accounted for to secure safeguarding.
- 1.26 Ensure all absent students in the year team are contacted on a daily basis and take the necessary steps to improve attendance.
- 1.27 Supervise detentions.
- 1.28 Support with the supervision of students out of mainstream lessons on a rota basis.
- 1.29 Support the year team in the implementation of behaviour, rewards and attendance strategies.
- 1.30 Liaise with staff and provide support and advice to students in dealing with challenging situations and to advise suitable strategies to resolve difficulties.
- 1.31 Supervise students on visits, trips and out of school activities as required.
- 1.32 Be a member of the rota deployed to the student services office and at that time be the primary initial contact for students in need of assistance, referring them to the relevant member of staff/service.

2. Organisation

- 2.1 Liaise with the SEN Facilitator regarding EHC plans and attend relevant meetings.
- 2.2 Assist with ensuring the smooth running of consultation events for relevant year group.

3. Support for the School

- 3.1 Maintain high standards of work, behaviour, appearance and attendance in order to realise the full potential of students.
- 3.2 Take a role in the school duty rotas, including out of school time, on call and detentions.
- 3.3 Support the calm and efficient movement of students around the building and especially at lesson changeover, being visible and proactive in moving students on at key points during the school day e.g. at the end of break and lunchtimes.
- 3.4 Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- 3.5 Work closely with any external agencies that are involved with the student.
- 3.6 Conduct investigations into incidents involving students and compile the relevant data.
- 3.7 Play a role in the Restorative Justice system processes between students and teachers.
- 3.8 Promote a safe, calm learning environment across the school generally and particularly during before school, breaks, lunchtimes and after school sessions by undertaking duties and leading on activities.
- 3.9 Along with other members of the team, promote the school across the local and wider community including supporting the organisation of events.
- 3.10 Drive Minibus / have a minibus licence /be willing to undertake minibus training.
- 3.11 Act as First Aider as required.
- 3.12 Invigilate examinations as required.
- 3.13 Help organise, and attend, parents' evenings for designated year team and support the running of open evenings, induction days and events for students and parents.
- 3.14 Support the timely movement of learners from lesson to lesson through presence on the corridors between each lesson.

4. Support for Teaching and Learning Staff

- 4.1 Provide first line contact for families and staff in school regarding students.
- 4.2 Support in the classroom where necessary particularly during re-integration.
- 4.3 Make home visits as necessary.
- 4.4 Monitor reporting system for students and provide feedback as necessary to the Pastoral Leaders, curriculum teams, and families.
- 4.5 Support the year teams during parental meetings.
- 4.6 Provide information and updates at meetings.
- 4.7 Support students' access to learning using appropriate strategies, resources etc.
- 4.8 Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- 4.9 Assist in the development and implementation of appropriate behaviour management strategies.

5. Responsibilities

- 5.1 Be aware of and support difference and ensure equal opportunities for all.
- 5.2 Contribute to the overall ethos/ work/ aims of the Trust.
- 5.3 Establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of students.
- 5.4 Recognise own strengths and areas of expertise and use these to advise and support others.
- 5.5 Evaluate own practice and identify areas for improvement through line management discussions.
- 5.6 Attend and participate in regular meetings.
- 5.7 Support on co-ordination of some events.
- 5.8 Model the values and vision of the Trust in accordance with the aims of the school, the School Improvement Plan and the policies determined by the Trust, Governing Body and Head teacher.
- 5.9 Promote and ensure the health and safety and good behaviour of students at all times.
- 5.10 Promote excellence, equality and high expectations amongst staff, students, families and community partners.
- 5.11 Work within the agreed policies and procedures of the Trust, School and Governing Body.
- 5.12 Liaise with parents/carers, outside agencies and staff as appropriate.
- 5.13 Actively promote the ethos of the school within day-to-day activities, including taking part in lunch and break duties.

6. Other Responsibilities

- 6.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 6.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 6.3 Contribute to the wider life of the Trust and the Star community.
- 6.4 Carry out any such duties as may be reasonably required by the Trust.
- 6.5 Take responsibility in the supervision of groups of students with whom the postholder is working.
- 6.6 Take responsibility in the supervision of students, work experience students, trainees, and voluntary helpers with whom the post holder is working.
- 6.7 Play a role in school duty rotas including out of lesson time, detentions and on call.
- 6.8 Responsible for individual students and groups of students both within and outside school, within the scope of the duties of the post.

7. Records Management

- 7.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.



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PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
QUALIFICATIONS				
1.	NVQ Level 3 in relevant discipline or equivalent qualification or experience.	D	✓	
2.	5 A*- Cs at GCSE including English and Maths.	E	✓	
3.	Evidence of Continuous Professional Development.	E	✓	✓
4.	Level 2 in Child Protection or willingness to undertake.	E	✓	✓
5.	Driving Licence.	E	✓	✓
6.	Minibus training or willingness to undertake.	E	✓	✓
7.	First Aid Training or willingness to undertake training.	E	✓	✓
EXPERIENCE				
8.	Recent experience of working in a school or other organisation with children of relevant age to promote learning.	E	✓	✓
9.	Experience of working with students of relevant age, assisting in their development.	E	✓	✓
10.	Experience of working with students with additional educational needs, more able, special educational needs.	E	✓	✓
11.	Experience of working as part of a team.	E	✓	✓
12.	Experience of operation of administrative systems and ICT packages.	E	✓	✓
13.	Experience of working in a multi-agency setting, co-ordinating appropriate provision for vulnerable students.	E	✓	✓
14.	Experience of and training in the use of the SIMS SEN Module.	D	✓	✓
15.	Relevant experience working in liaison with families.	D	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
ABILITIES, SKILLS AND KNOWLEDGE				
16.	An understanding of the issues relating to students who have additional learning needs, are more able or who have special educational needs.	E	✓	✓
17.	Understanding of principles of child development and learning processes as appropriate.	E	✓	✓
18.	An understanding of how the pastoral system supports teaching and learning and raises achievement in the school.	E	✓	✓
19.	Knowledge of Behaviour Management.	E	✓	✓
20.	To have knowledge of SIMS (or similar) package relating to students.	D	✓	✓
21.	An ability to establish and develop positive relationships throughout the school.	E	✓	✓
22.	Ability to be an effective role model for young people.	E	✓	✓
23.	Ability to prioritise conflicting demands and pressures.	E	✓	✓
24.	Understanding, awareness and experience of managing the behaviour and learning needs of vulnerable students.	E	✓	✓
25.	To have effective communication skills, both written and verbal, to address a variety of groups and individuals.	E	✓	✓
26.	Ability to prioritise conflicting demands and pressures.	E	✓	✓
27.	Ability to use ICT effectively in relation to the post.	E	✓	✓
28.	Control and restraint training or willingness to undertake.	E	✓	✓
PERSONAL QUALITIES				
29.	The ability and motivation to constantly improve own practice and knowledge through self-evaluation and learning from others.	E	✓	✓
30.	Excellent time management and organisational skills.	E	✓	✓
31.	Flexibility and ability to deal with change.	E	✓	✓
32.	Ability to remain calm under pressure.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
33.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
34.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
35.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
36.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
37.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
38.	Commitment to support the Trust's agenda for safeguarding and equality and diversity.	E	✓	✓
39.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓
40.	Ability to cope with the requirements of the post which may include working with students who have emotional, behavioural or physical difficulties.	E	✓	✓