

Recruitment Information Pack

Pupil Support Assistant – Full Time



Pupil Support Assistant

Full Time – Permanent

Grade 4 – Scale point 7 to 12 (£25,584 to £27,711) pro rata, starting point dependent on experience.

To start as soon as possible

'Enjoyment, Achievement and Learning for life...'

Walkley Primary is a two-form entry school with a wonderful caring culture and an excellent reputation within the diverse local community. Ambitious, bespoke and creative teaching and learning inspires, challenges and empowers pupils to reach their full potential. We are now based in our newly built premises with excellent, purpose-built resources. We have a discovery zone for research; a creative zone for art, DT and science; and a dance and music studio with a greenscreen in which we promote performing arts. We also have outstanding outdoor resources, such as a forest school area and a wealth of outdoor space with the scope to develop into sports facilities. We are seeking to appoint a skilled Pupil Support Assistant with the ability to support and engage pupils, enabling them to overcome barriers to learning, promoting their independence, self-esteem and social inclusion. They will give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement.

For more information about the school, visit www.walkley.sheffield.sch.uk

Informal visits to the school are welcomed by appointment. To arrange this, please contact Chris Wallis, Headteacher.

The appointed Pupil Support Assistant will need to:

- Care for all pupils, particularly those who need support to overcome barriers to learning such as behaviour and social and emotional difficulties.
- Plan and deliver interventions to help pupils self-regulate.
- Engage children in purposeful activities in lessons and at break and lunch times.
- Build positive relationships with children and families to enable access to a high-quality education.
- Play a central role in a successful Inclusion team, liaising impactfully with the broader school team and contributing to the Pastoral network.
- Support and champion pupils' good attendance.

In return, we can offer you:

- A wonderful school building and extensive site
- Enthusiastic, confident and courteous children, keen to do well, who work and play together across the year groups.
- A strong and experienced staff team who are committed to the school and its creative ethos.
- A talented, highly motivated and dedicated leadership team.
- The support and challenge of an active and committed governing body who will encourage your professional development.
- A school with strong community ties.
- A Trauma Informed relational approach to supporting children.



The appointed Pupil Support Assistant will have delegated responsibilities that require co-operative work within the whole staff team.

Applications

Please use the personal statement of the application form to demonstrate how you meet the person specification, with examples and, wherever possible, evidence of positive impact.

Closing Date

The deadline for receipt of applications is 5pm on Monday 3rd March 2025. Completed forms (and any enquiries) should be submitted to the Headteacher at enquiries@walkley.sheffield.sch.uk. If you would prefer to send your application by post, please address it for the attention of the Headteacher at:

Walkley Primary School, Burnaby Crescent S6 2RZ

Visiting the school

As stated in the advert, school visits are encouraged and should be arranged directly with the school.

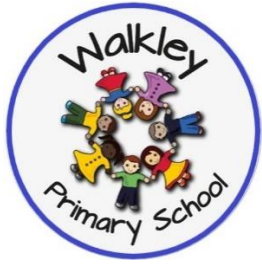
Shortlisting

All candidates will be informed of the shortlisting outcome by 6.30pm on Tuesday 4th March 2025.

Assessment Process

Interviews will take place on Monday 10th March 2025.

Shortlisted candidates will be fully briefed at the beginning of the process and supported throughout the day.



Walkley Primary School

Pupil Support Assistant Job Description

Walkley Primary School is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Salary range: Grade 4 Scale point: 7 to 12 (£25,584 to £27,711) Pro Rata

Hours: 39 weeks per year / 32.5 hours per week

Contract type: Full Time

The post holder must at all times carry out his/her responsibilities within the spirit of Sheffield City Council and School policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to statutory responsibilities of the Governing Bodies of Schools.

Responsible to: The Headteacher, the Governing Body of the school and the Executive Director of Children, Young People and Families.

Responsible for: Supporting pupils, teachers and the wider school.

The purpose of the post:

- To care for all pupils, particularly those who need support to overcome barriers to learning such as behaviour and SEMH difficulties.
- To plan and deliver interventions to help pupils self-regulate.
- To engage children in purposeful activities in lessons and at break and lunch times.
- To build positive relationships with children and families to enable access to a high-quality education.
- To play a central role in a successful Inclusion team, liaising impactfully with the broader school team and contributing to the pastoral network.
- To support and champion pupils' good attendance.

The successful applicant must have the ability to work as an effective team member, be well organised, and have the ability to communicate with children and adults in a constructive and effective way.

We are looking for individuals who are lively and enthusiastic and who have the following philosophy:

- Committed to excellence within their work in school and across the partnership.
- Committed to child-centred education built on nurturing relationships.

The following responsibilities will include, in liaison with the Headteacher and the Inclusion and Senior Leadership Teams as appropriate:

Support for Pupils

1. Provide pastoral support to pupils
2. Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable
3. Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development
4. Participate in comprehensive assessment of pupils to determine those in need of particular help

5. Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans
6. Support provision for pupils with special needs
7. Establish productive working relationships with pupils, acting as a role model
8. Develop small group and 1:1 mentoring arrangements with pupils and provide support for distressed pupils
9. Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent
10. Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
11. Challenge and motivate pupils, promote and reinforce self-esteem
12. Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.

Support for the teacher/wider Pastoral team

1. Liaise with class teachers, Inclusion team and other relevant bodies to gather pupil information
2. Support pupils' access to learning using appropriate strategies, resources etc.
3. Work with other staff in planning, evaluating and adjusting learning activities as appropriate
4. Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording
5. Provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence
6. Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
7. Assist in the development and implementation of appropriate behaviour management strategies
8. Establish 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
9. Assist in the development, implementation and monitoring of systems relating to attendance and integration
10. Clerical/admin support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, exclusions etc., making phone calls etc.

Support for the curriculum

1. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
2. Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
3. Determine the need for, prepare and use specialist equipment, plans and resources to support pupils

Support for the school

1. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
2. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
3. Contribute to the overall ethos/work/aims of the school

4. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
5. Attend and participate in regular meetings
6. Participate in training and other learning activities as required
7. Recognise own strengths and areas of expertise and use these to advise and support others
8. Assist in the supervision, training and development of staff
9. Supervise pupils on visits, trips and out of school activities as required

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

The Pupil Support Assistant will be required to follow school policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Pupil Support Assistant / Learning Mentor will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person Specification (Pupil Support Assistant)

All candidates should demonstrate how well their qualifications and experience, personal qualities, skills, professional knowledge and understanding and knowledge of safeguarding meet the requirements of the person specification.

QUALIFICATION AND EXPERIENCE	Method of Assessment
Candidates should have:	
GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths	Application Form
NVQ3 for teaching assistants or equivalent qualification or experience	Application Form
Experience of working within a school environment or other educational setting	Application Form, References
Experience working with children / young people	Application Form, References
Experience planning and delivering learning activities	Application Form
Training in a trauma informed approach to pupil support	Application Form, Interview
Positive Handling qualification and / or experience	Application Form, Interview

SKILLS AND KNOWLEDGE	Method of Assessment
Candidates should have:	
Well-developed interpersonal skills and the ability to work collaboratively, manage initiatives effectively and to motivate others: e.g. sharing good practice.	Application Form, References, Interview
Good literacy and numeracy skills	Application Form, References, Interview
High level of written, oral and communication skills	Application Form, References, Interview
Ability to build effective working relationships with pupils and adults	Application Form, References, Interview
Skills and expertise in understanding the needs of all pupils	Application Form, References, Interview
Knowledge of how to help adapt and deliver support to meet individual needs	Application Form, References, Interview
Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils	Application Form, References, Interview
Active listening skills	Application Form, References, Interview
Knowledge of guidance and requirements around safeguarding children	Application Form, References, Interview
The ability to remain calm in stressful situations	Application Form, References, Interview
Skills in conflict resolution	Application Form, References, Interview
An appreciation of ACES and their impact on emotional regulation	Application Form, References, Interview
Good ICT skills, particularly using ICT to support learning	Application Form, References, Interview
The ability to respond effectively and efficiently to daily challenges	Application Form, References, Interview
Understanding of roles and responsibilities within the classroom and whole school context	Application Form, References, Interview

PERSONAL QUALITIES	Method of Assessment
Candidates should have:	
Enjoyment of working with children	Application Form, Interview
Sensitivity and understanding, to help build good relationships with pupils	Application Form, Interview
A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school	Application Form, References, Interview
Enthusiasm and determination, a positive attitude and a good sense of humour	Application Form, Interview
Excellent self-management skills including the ability to plan and organise one's time effectively	Application Form, Interview
Have a flexible approach and a willingness to offer help	Application Form, References, Interview
The ability and willingness to work in partnership with other members of the school team	Application Form, References, Interview
A high level of personal integrity and flexible approach to responsibilities	Application Form, References, Interview
Ability to work under pressure and prioritise effectively. Able to systematically process enquirers, work requests and cope with interruptions	Application Form, References, Interview
Capacity to inspire, motivate and challenge children and young people	Application Form, References, Interview
Commitment to maintaining confidentiality at all times	References, Interview
Commitment to safeguarding and equality	References, Interview

Walkley Primary School is committed to safeguarding and promoting the welfare and safety of children. We expect all our staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. All shortlisted candidates will be asked to disclose any cautions or convictions prior to interview. The amendments to the ROA Exceptions Order 1975 (2013 & 2020) provide that certain convictions and cautions are 'protected' and are therefore not subject to disclosure to employers. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website.