

SUPPORT STAFF
JOB DESCRIPTION

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| ROLE TITLE | Pastoral Support Assistant |
| CONTRACTED HOURS | 29 hours per week / 38 weeks per year |
| LOCATION | Robert Kett Primary School |
| GRADE / SCALE POINT – SALARY | Grade 3 SP 5-6 |
| REPORTING TO | Pastoral Support Manager / headteacher |

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

JOB PURPOSE

To provide high quality, well planned pastoral support and guidance to pupils and their families in order to promote high expectations, raise aspirations and facilitate academic progress in partnership with the Pastoral Support Manager and the Senior Leadership Team.

To work in collaboration with other adults to ensure that all children from the age of 9-13 years are supported with their emotional and social needs to enable them to meet high standards of achievement.

KEY TASKS & RESPONSIBILITIES

Key tasks to support the Safeguarding team/ SLT:

- To work alongside the Safeguarding team to provide additional support and promote effective home-school partnerships.
- To follow the Schools safeguarding Policy to ensure that any referrals or Records of Concerns are dealt with appropriately.
- To undertake training and development relevant to the post and in line with the school's priorities, especially safeguarding practice.
- To undertake any other duties as directed by the Head teacher.

Key tasks to support Teaching Staff:

- To build strong relationships with staff and children to ensure that channels of communication are effective throughout the school
- To support teaching staff by providing pastoral expertise and advice as and when required.
- Provide nurture led experiences to small groups of children to secure their social and emotional progress.
- To track and share the evaluation of the impact of support.
- Undertake structured and agreed learning activities/learning interventions, taking into consideration pupil well-being, including small group work that can be fed back to the class teacher.

Key tasks to support vulnerable children:

- To plan and lead small group sessions for children with emotional and social needs across the school
- Establish good working relationships with children, acting as a role model and setting high expectations.
- Provide consistent support to all children, responding appropriately to individual children needs
- Promote inclusion and acceptance of all children.
- Encourage children to interact with others and engage positively to build appropriate relationships within the ethos of the Westley Middle Community.
- Promote self-esteem and independence, employing strategies to recognise and reward individual achievements.
- Be available to support children throughout the day to help them in resolving conflicts and developing personal, social and emotional skills.
- To develop knowledge of the individual needs of the child and seek advice from the appropriate member of staff.
- To organise and maintain an inclusive learning environment both in the classroom and outside.

Key tasks to support the School:

- To invest holistically in the vision and values of the school.
- To be an ambassador for the school in the local community.
- Promote excellent behaviours, dealing with conflict and incidents and encouraging children to take responsibility for their own behaviour in line with established school policy
- De-escalate any situation with the best interests of the child and their family at the centre of any decision or action made.
- Establish mutually respectful and constructive relationships with parents/carers and communicate appropriate information as required.
- Participate in training and other learning activities to enhance the role further.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.

5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the line manager or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

PERSON SPECIFICATION

| CRITERIA | ESSENTIAL | DESIRABLE |
|--|---|--|
| KNOWLEDGE | | |
| Technical or Specialist | <ul style="list-style-type: none"> Secondary education up to GCSE level or equivalent | <ul style="list-style-type: none"> Understanding of Trauma Informed Schools/PACE approach Experience of supporting children in a wide range of settings/job roles Experience as an ELSA |
| Organisational | <ul style="list-style-type: none"> Well organised - allowing groups to be led effectively to support a number of children with a range of learning and emotional needs Able to prepare resources for teaching and learning activities Organised and methodical approach to admin tasks | <ul style="list-style-type: none"> Be able to organise and deliver training to parents |
| Problem Solving | <ul style="list-style-type: none"> Flexible approach and an ability to respond to changes in circumstances | |
| Interpersonal and Communication | <ul style="list-style-type: none"> Able to effectively manage pupils' behaviour in a positive manner with consistent clear boundaries. Good communication and interpersonal skills with sensitivity and confidentiality; able to talk effectively to children, parents and external professionals as required. Effective team member High level of written and oral communication skills. A commitment to work together with all stakeholders including the wider community Able to motivate pupils to learn in a nurturing environment | <ul style="list-style-type: none"> Working in partnership to support parents/families in all aspects of life |
| Level of Autonomy | <ul style="list-style-type: none"> Able to make day-to-day decisions about own workload, within clear guidelines and | |



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| | procedures. Supervisory assistance is available most of the time. | |
| Experience | <ul style="list-style-type: none">• Experience of supporting on a 1:1 basis or in small groups within a school or similar setting | |