

Pupil Support Job Description

As part of Delta, Education Trust, The Harbour School's vision is ***"Learning together in pursuit of happiness"***. This means we really care whether pupils love or hate their learning, so we work hard to create a space where they learn together to become knowledgeable, self-aware, independent and happy people who make a positive difference, wherever life takes them.

Job Title	Pupil Support
School	The Harbour School
Grade	D
Hours	37
Reporting to	Pastoral Lead
Contract	Permanent, term time

Main Purpose of the job

- Assist teachers, and other relevant staff in supporting pupils with social communication and interaction difficulties, associated speech, language and communication difficulties and high levels of anxiety and/or associated challenging and distressed behaviour to make excellent progress
- Supervise and support targeted pupils both individually, groups and as a class.
- Help pupils achieve learning and behaviour targets as specified in Individual Programmes.
- Liaise closely with parents/carers and other professionals and to develop effective partnerships in the interests of the child/young person.

Duties and Responsibilities

Teaching and Learning – delivering learning under teacher guidance

- To assist in planning, organising, managing and delivering structured learning activities, which reflect specific expertise and knowledge, on or off the site as appropriate.
- To create a safe, structured, stimulating, positive learning environment within the curriculum or subject area being taught.
- To support the Curriculum Planning and learning programmes designed by the teacher and contribute towards their evaluation.
- To assist with the development and monitoring of Individual Plans, Programmes or Pathways.
- To supervise pupils, delivering learning activities to small groups of pupils, adjusting activities within the scope of the lesson plan and learning outcomes in response to pupils learning.
- To prepare and design teaching materials (e.g. lessons sheets, handouts)

- To provide unobtrusive guidance and support to enable pupils to find answers to questions and tasks set, using knowledge of each pupil's differing levels of development and ability to ensure progression and continuity.
- To implement local and national learning strategies e.g. functional skills, specific literacy, numeracy, KS2, KS3, and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- To support the use of ICT as a learning aid (including the use of specialist curriculum software), assisting pupils to develop ICT competence and independent use of systems.
- To develop and determine the need for specialist equipment and to prepare and maintain these as associated with the specific subject area or curriculum key stage.
- To provide classroom cover supervision in appropriate circumstances including responding to pupil's questions and generally helping pupils undertake activities and achieve learning outcomes.
- To monitor pupil responses to learning through observation and structured assessment against pre-determined learning objectives.
- To provide objective and accurate feedback sensitively for pupils, parents etc and produce evidence-based reports for teaching staff.
- To ensure the milestones for achievement are challenging and demanding, adjusting activity as required.
- To systematically record achievements in lessons, collecting evidence of attainment.
- To mark pupils' work, recording progress and achievement. Administer and mark tests, invigilate exams.
- To monitor and encourage pupil attendance
- To instigate productive working relationships with pupils using methods to encourage pupil engagement, participation in activities, promoting of self esteem and independence
- To provide information and advice to enable pupils to make their own choices about learning and behaviour.
- To contribute towards pupil risk assessments and their reviews
- To promote positive values, attitudes and good pupil behaviour, dealing with conflicts and incidents
- To promote the inclusion and acceptance of all pupils in the classroom.
- To manage pupils who are showing socially unacceptable or challenging behaviour
- To contribute towards regular reviews of pupils' progress including liaison with outside agencies and parents.
- To undertake, at the discretion of the Head Teacher/Deputy Head/Assistant Head/Lead PSS, such other activities as may from time to time be agreed consistent with the nature of the job described above

Whole school organisation, strategy and development:

- To ensure high quality educational provision and support for pupils with SEMH.
- To improve outcomes for pupils, who are unable to attend mainstream school, so that they can: be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being.
- To work with colleagues to achieve school plan objectives and targets.
- To participate in Employee Development schemes and Performance Management and contribute to the identification of own team development needs.
- To maximise opportunities for pupils to be included in mainstream provision.
- Provide clerical and administrative support, e.g. photocopying, typing, filing, collation of pupil reports and display
- Attend meetings and training sessions as required.

- Recognise own strengths and areas of expertise and use these to advise and support others
- Administer medication as appropriate following DfE guidance and School policy
- To support pupils through transition (reintegration programmes)

Personal and professional conduct

- Develop effective professional and constructive relationships with colleagues
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities
- Safeguard and promote the welfare of pupils and follow school policies and the staff code of conduct.
- Seek to improve practice through reflection, observation and discussion.

Other

- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing pupils regulation effectively to ensure a good and safe learning environment
- Be responsible for your health, safety and welfare in accordance with the school's policy and the Health and Safety at Work Act, 1974.
- Perform your duties in accordance with school's Equal Opportunities Policy and Safeguarding Procedures.
- Perform all duties efficiently and with the utmost care and confidentiality.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that you 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 Staff

Criteria	Essential	Desirable
Qualifications and Experience	<ul style="list-style-type: none"> • Experience of working with children • 5 GCSE's with a minimum grade C or above in English and Mathematics, OR at least equivalent Level 2 qualifications in Literacy & Numeracy with relevant experience • Able to use IT and software such as Microsoft office competently • Evidence of recent Continuing Professional Development 	<ul style="list-style-type: none"> • Qualifications in Education; Child Development, Youth Work; Social Work; Health, Careers, YOT, Parenting • Good understanding of ASC (autism) and neurodiversity • Counselling skills. • First Aid Certificate • Experience of producing curriculum / teaching support materials.
Skills and Knowledge	<ul style="list-style-type: none"> • An understanding of SEMH needs including risk factors relating to substance misuse, offending behaviour, self esteem, social skills, risk taking behaviour and/or medical • Ability to think creatively and problem solve • Use a variety of interpersonal skills and strategies to establish supportive and positive relationships with colleagues, pupils, parents and carers. • Excellent organisational skills • Able to work independently • Good understanding of safeguarding procedures and responsibilities and ability to handle confidential information with discretion • Able to engage with young people in challenging circumstances • Ability to write clear and concise reports • Ability to involve pupils and parents/carers in decisions relating to their children 	<ul style="list-style-type: none"> • Knowledge of personal, social and educational topics which relate to SEND settings and autism • Knowledge of approaches and practice used in dealing with young people with social communication differences and dysregulation • Experience of and understanding of the need for monitoring and evaluation systems • Knowledge of a range of support/resources for pupils • Experience of maintaining effective partnership working with external agencies
Personal qualities	<ul style="list-style-type: none"> • Share our vision and purpose • Flexibility and an ability to adapt • Positive mindset and a can –do attitude • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • High expectations for children's attainment and progress • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • A belief that ALL pupils have the right to an education • Resilience – tomorrow is a new day with new opportunities 	

Other factors	<ul style="list-style-type: none">• Satisfactory pre-employment checks including DBS, references and full career history	<ul style="list-style-type: none">• Own transport/driving licence• Ability to support with adventurous activities/sports which take place offsite• Home visits• Escorting pupils to school / interviews / leisure activities etc.
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