

## CHILDREN AND LIFELONG LEARNING – HR SERVICES

School				
Job No.	Post Title	Grade	JE Pts	Date
C1334	<b>Pastoral Support Assistant</b>	Grade 2	302 NJC	April 2008

### Statement of Purpose

To provide support to staff on student pastoral issues promoting positive student behaviour and wellbeing.

### Support to Pupils

- To be the first response person for everyday student problems.
- To help with general student supervision duties.
- To provide support and intervention to promote positive student behaviour and well-being.
- Investigating and dealing with minor disputes with other students eg fall-outs or teasing
- Looking for students who are missing from lessons.
- Helping find misplaced property.
- Meeting and reporting students who are late to school

### Support to other Staff

- To support Heads of House, senior staff and teaching staff with minor student issues.
- To support after school detentions
- Working as part of a team to promote and support whole school policies, including behaviour, rewards, attendance and punctuality
- Assisting Heads of House in dealing with more serious incidents eg bullying or theft.
- Writing brief reports on the problems dealt with for referral to Heads of House/liaising verbally with them.
- To keep up-to-date records of issues dealt with.
- Liaising with teachers and pupils as directed by Heads of House.
- Responding to parent telephone calls and requests when Heads of House are not available.
- Telephoning parents when asked to by Heads of House
- Logging reports of incidents (possibly electronically).
- Fetching work for students who have been taken out of lessons or are absent long-term.
- Supporting senior staff with uniform detentions (mainly collecting or reminding pupils that they have detentions and helping).
- Helping with pastoral administration when necessary.

### Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- 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
- Be aware of, support and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school

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- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with pupil needs as appropriate during the school day.

**Note 1:**

***The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.***

**CHILDREN AND LIFELONG LEARNING – HR SERVICES**  
**Person Specification**  
**Pastoral Support Assistant**  
**Level 2**

<b>Essential Criteria</b>	<b>Measured By</b>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Experience of working with adolescents and have a natural rapport with young people and enjoy working with them</li> </ul>	AF/I
<p><b>Qualifications / Training</b></p> <ul style="list-style-type: none"> <li>• Good understanding of numeracy/literacy skills.</li> <li>• Participate in development and training opportunities.</li> <li>• Willingness to undertake Induction Training, training leading to NVQ Level 2.</li> </ul>	I
<p><b>Knowledge / Skills</b></p> <ul style="list-style-type: none"> <li>• Good communication skills.</li> <li>• Ability to relate well to children and adults.</li> <li>• Have good organisational skills.</li> <li>• Basic knowledge of first aid; e.g. emergency first aid course.</li> <li>• Ability to work constructively as part of a team and on own initiative.</li> <li>• Use basic technology – computer, video, and photocopier.</li> <li>• Knowledge of SIMS advantageous</li> <li>• Have a flexible approach to work and be prepared to undertake routine admin tasks if required.</li> </ul>	AF/I

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<p><b>Behavioural Attributes</b></p> <ul style="list-style-type: none"> <li>• Customer focused</li> <li>• Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.</li> <li>• Be patient, tolerant, personable and cheerful, to encourage children to ask for help but retaining an authoritative presence</li> <li>• Open, honest and an active listener</li> <li>• Takes responsibility and accountability</li> <li>• Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.</li> <li>• Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations</li> <li>• Is committed to the provision and improvement of quality service provision</li> <li>• Is adaptable to change/embraces and welcomes change.</li> <li>• Acts with pace and urgency being energetic, enthusiastic and decisive</li> <li>• Communicates effectively</li> <li>• Has the ability to learn from experiences and challenges</li> <li>• Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.</li> </ul>	AF/I
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AF - Application form

I - Interview

**Note 1:**

***In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:***

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***