



Post Title	Pastoral Support Assistant
Responsible to	Assistant Head Teacher (Pastoral)
Type	Full Time, Term Time Only (40 weeks)
Base	ALP Nuneaton, Holman Way
<p>Job Purpose</p> <p>The post holder will support the senior management team in providing professional support with relation to the pastoral care for our learners including supporting behaviour, liaising with and maintaining accurate records and working with staff, learners, parents and external agencies to ensure appropriate plans and strategies are in place to support learners and their families.</p> <p>The post holder will also support in the management of behaviour in the school. They will guide classroom staff in the writing of Positive Handling Plans for learners and the regular analysis of behaviour in school. Thus ensuring the school has the best behaviour systems in place to allow for a positive teaching and learning environment.</p>	
<p>Key Tasks and Activities:</p> <p>Role Specific:</p> <ol style="list-style-type: none"> 1. Working with the schools safeguarding leads to implement actions related to safeguarding concerns and matters. 2. To liaise with relevant support agencies to ensure that all families, vulnerable children and young people receive the care and protection they require. 3. To ensure that all child protection plans are maintained and implemented. 4. To meet regularly with the designated line manager to report on progress of identified learners. <p>Behaviour:</p> <ol style="list-style-type: none"> 1. To support, plan and work with the full range of ALP staff to maintain a positive and productive teaching and learning environment and to ensure that our learners meet their behaviour and learning targets. 2. To assist colleagues in achieving and maintaining positive behaviour through developing inclusive whole school approaches. 3. To facilitate training, under the direction of the Assistant Head, for staff across the school to ensure that staff members are confident and refreshed with the school's approaches to behaviour management. 4. To build positive relationships with parents and ensure they are informed of both positive and negative behaviour related incidents as and when they occur. 5. To comply with ALP practice, policies and procedures in respect of completing and maintaining individual learner records and case notes. 6. To update and share skills and knowledge through professional development and participate in staff training activities and meetings. 	

7. To build and maintain successful relationships with learners, treat them consistently with respect and consideration and be concerned for their development as learners.
8. To demonstrate and promote the positive values, attitudes, and behaviour expected from the learners with whom you work.
9. To deliver small group work where appropriate.

Pastoral:

1. Meet with learners as necessary to address pastoral concerns.
2. To develop, agree and implement time bound action plans with groups or individuals linked to the needs of vulnerable learners and to maintain accurate records of work for each identified learner.
3. To liaise closely with school staff to ensure that everyone understands and supports the strategies being used by the Pastoral Lead to develop learners' skills for learning and learning behaviour.
4. To contribute to the identification of barriers to learning for individual children and provide them with a range of strategies for overcoming barriers.
5. Lead workshops and arrange external talks to educate parents in pastoral trends and issues facing learners.

Learner Wellbeing:

1. Work at developing and implementing practices which reflect the school's commitment to positive behaviour and emotional well-being. Contribute to the school's positive behaviour policy.
2. Work with the PHSE lead to enhance the delivery of the curriculum in this area, reflecting the schools own issues.
3. To deliver interventions to groups or individuals, to meet their needs.

Admissions and Transition:

1. To support the pastoral transition of vulnerable learners

Management and General:

1. Liaising with teaching staff and senior leaders.
2. Follow up all correspondence from parents/carers to ensure enquiries have been dealt with.
3. Meet parents as required.
4. Attend staff meetings as required.
5. To keep up to date with the range of activities, courses and opportunities, organisations and individuals that could be drawn upon to provide support to learners and build up a detailed knowledge of support available.
6. To attend training and professional development sessions.
7. To undertake other duties, appropriate to the post, as may be required from time to time.

Key Performance Indicators

1. Effectiveness of the school behaviour management
2. Staff members knowledge and confidence to be able to effectively use the school behaviour management approach.
3. Feedback from classroom staff demonstrating that they feel supported in devising behaviour management strategies for learners.
4. Positive learner well-being.
5. Positive and well presented learning environment.

Expectations and Values

ALP Schools are committed to continuous learning and all staff are expected to engage in continuing professional learning and development. In common with all who work for the school, the postholder will also be expected:

1. Act as an ambassador for ALP Schools by supporting our values and expectations of learning within the community.
2. Be a significant presence and role model for learners and staff.
3. Follow and where appropriate enact all relevant policies, procedures and guidelines.
4. Contribute to development through team planning and review meetings.

All staff have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or comes into contact with.

Special Factors:

1. The nature of the work will involve the post-holder carrying out work outside of normal working hours.
2. The post-holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
3. Expenses will be paid in accordance with the school policy.
4. This post is subject to a check being carried out at an Enhanced level by the Disclosure and Barring Service regarding any previous criminal record.

The above responsibilities are subject to the general duties and responsibilities contained in the Written Statement of Particulars.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Equality and Diversity Statement

ALP Leicester is committed to achieving equality for all those who learn and work with us, and wishes to develop a fair and supportive environment, which provides equality of opportunity and freedom from unlawful discrimination on the grounds of race, colour, nationality, ethnic origin, gender, gender identity (transsexuality), marital or civil partnership status, disability, sexual orientation, religious or political beliefs, age, social class or offending background.

Staff in Human Resources play a critical role in developing, maintaining and supporting equality and diversity in employment. All staff have a legal and personal responsibility to uphold the School's policies.

Equality of opportunity is embedded in the recruitment and selection of staff, training, promotion, performance and development management, induction, probation, and communication and elsewhere. We endeavour to treat people fairly on the basis of individual need and to build a workforce which is diverse.

A variety of training courses, some mandatory, on equality and diversity are organised through our Staff Development.

Person Specification

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

	Essential These are qualities without which the applicant could not be appointed	Desirable These are extra qualities which can be used to choose between applicants who meet all of the essential criteria.	Method of Assessment
Qualifications	GCSE grade C or above, or equivalent, in Maths and English Working and current knowledge of policies and procedures relating to child protection and safeguarding	Relevant LCSB Safeguarding Training Level 2 or equivalent Education, Social Work qualification, a degree or equivalent	Certificate
Experience	Experience of working with children or young people and their families. Experience of managing a caseload and maintaining accurate records.	Experience of working in a school environment. Experience of dealing with safeguarding cases. Experience of using safeguarding recording systems such as CPOMS Experience of contributing to or delivering training. Ability to contribute to policy development Knowledge and experience of working with a wide range of support agencies and services.	Application and Interview
Skills	Ability to facilitate children and young people's learning and development through mentoring, promoting and maximising educational achievement. Good listening skills and the ability to communicate effectively both orally and in writing, especially with children. Excellent organisation and time management skills. Problem solving skills Ability to record information concisely and present reports. Able to exercise initiative, work		Application and Interview

	<p>independently and also deal with a number of problems at the same time, being able to prioritise.</p> <p>Good ICT skills</p> <p>An ability to work constructively as part of a team.</p> <p>A customer service ethos.</p> <p>Ability to work flexibly.</p>		
Knowledge	<p>Willingness to participate in further education and training relating to safeguarding and mental health as related to the role</p> <p>Sound working knowledge of safeguarding</p> <p>Understand how external agencies work, what they do and when it would be beneficial to use them.</p>		Application and Interview
Personal competencies and qualities	<p>Enthusiasm and commitment to working with children and their families.</p> <p>Ability to respect confidentiality</p> <p>An open, honest and transparent approach</p>	<p>Be a strong, reliable dependable person, consistent in approach but maintaining a sense of humour.</p> <p>Full and current driving licence with use of a vehicle for work</p> <p>Willingness to drive a company vehicle</p>	Interview