

JOB DESCRIPTION

JOB TITLE	Teaching Assistant Behaviour and Pastoral Assistant
HOURS OF WORKING	35 hours per week, 39 weeks per year Term time and Inset Days The working hours are flexible to meet the needs of the school and can be varied if necessary.
SCALE	Single Status Grade 4
RESPONSIBLE TO	Inclusion/SENCO Leader (Primary Phase)

JOB PURPOSE

To work with and supervise individuals and groups of pupils with pastoral, emotional and behavioural difficulties.

To supervise and develop good social skills with pupils and deal with conflict issues around the school

To support class teachers and teaching assistants with the creation and implementation of plans and strategies for the development and education of pupils.

To work with parents and outside agencies to ensure the health and well-being of pupils is looked after in the school environment

KEY TASKS

1. To operate systems to identify and support those pupils with pastoral and behavioural needs including the use of behaviour data and assessments to identify the needs of pupils and creation of appropriate Individual Behaviour Plans and risk assessments.
2. Provide specific support to pupils dependent upon their individual needs ensuring their safety whilst supporting access to learning activities.
3. To support and advise teachers and teaching assistants on intervention strategies to be used to manage the behaviour of pupils with behavioural, emotional and social difficulties.
4. To liaise with outside agencies, write reports and development, implement and review Educational, Health and Care Plans and Additional Needs Plans
5. To monitor pupils learning and behaviour and including feedback to the teacher and SENCO on the effectiveness of the behaviour strategies adopted.
6. To provide innovative support strategies appropriate to individuals and their families and to regularly review the impact of these strategies.
7. Help pupils refocus on class rules, personal targets and responsibilities in school and the wider community following flashpoints where his/ her self- control has been lost, use of reward charts, weekly records, targets, home school liaison, books and time out cards
8. To provide cover for classroom teachers under a system of supervision when required

9. To support pupils in developing social skills both in and out of the classroom by providing pastoral support and promote self-esteem and independence.
10. To coach and mentor pupils in order to support them to improve the standard of their behaviour and their engagement with their education.
11. To establish supportive relationships with the pupils concerned by giving positive encouragement, feedback and praise to reinforce and sustain the pupil(s) efforts and develop self reliance and self esteem.
12. To establish supportive relationships with parents/carers by fostering links between home and school. This will include meetings with parents to agree healthcare and welfare plans.
13. Preparing reports where necessary and following up with parents to ensure school information is correct.
14. Encourage pupils to resolve minor conflicts amicably and safely.
15. To use the school systems as required to look up and record information eg SIMS database
16. To support the supervision of pupils in the primary phase when required. This includes canteen duties, playground/break time, supporting activities during playtime and to supervise pupils on visits, trips and out of school activities as required.
17. To 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
18. To attend and participate in departmental and other staff meetings and to participate in training and other learning activities offered by the school to further knowledge
19. To promote positive values, attitudes and good pupil behaviour, dealing promptly with conflicts and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
20. To carry out the above duties in accordance with the School's Policies and Guidelines

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- This job description sets out the duties of the post at the time it was published
 - The hours and the job description may be modified depending on the needs of the Academy Trust
 - The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post. The priorities for each year will be reviewed against this job description annually through performance management meetings
 - Please note that we are committed to safeguarding and promoting the welfare of our pupils and expect all those who work with us to share this commitment. Successful applicants will need to undertake a DBS Enhanced Clearance check (Disclosure and Barring Service). We give high priority to promoting diversity throughout the school

PERSON SPECIFICATION

Behaviour and Pastoral Assistant Grade: SS4

	ESSENTIAL	DESIRABLE
QUALIFICATIONS AND TRAINING	<ul style="list-style-type: none"> • GCSE Grade C or above in English Language and Maths • Evidence of further and relevant training 	<ul style="list-style-type: none"> • Evidence of specialism in specific curriculum areas or areas of particular learning difficulty eg behaviour
EXPERIENCE	<ul style="list-style-type: none"> • Experience of establishing positive relationships with pupils • Experience of working with, and supporting, pupils with learning, social, emotional and behaviour needs • Experience of adapting/preparing appropriate resources for pupils with individual needs • Experience of working with pupils with language communication difficulties • Experience of using Information Technology to support pupils in the classroom. 	
KEY SKILLS AND ABILITIES	<ul style="list-style-type: none"> • Ability to deal with pupils who may be challenging and reluctant to engage. • Good communications skills; the ability to use language and other communication skills that pupils can understand and relate to • Ability to liaise and negotiate with outside agencies and parents • Ability to help pupils express themselves appropriately • Ability to undertake observations of individual pupils and complete assessments • Ability to work as part of a team • Good organisational and time management skills • Ability to provide classroom cover within agreed parameters in the absence of the class teacher • Ability to demonstrate active listening skills. • Ability to offer constructive feedback to pupils to reinforce self-esteem. 	<ul style="list-style-type: none"> • Ability to show sensitivity and objectivity in dealing with confidential issues
KNOWLEDGE	<ul style="list-style-type: none"> • Knowledge of the National Curriculum and an understanding of the entitlement for all pupils • Knowledge and understanding of 	

	<p>the SEN Code of Practice</p> <ul style="list-style-type: none"> • An understanding of the principles of child development and learning processes and in particular, barriers to learning • Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils. • Awareness o the organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment. 	
PERSONAL ATTRIBUTES	<ul style="list-style-type: none"> • A commitment to giving pupils and families the opportunity to reach their full potential • Willingness to participate in further training and developmental opportunities offered by the school, to further knowledge • Willingness to maintain confidentiality on all school matter • A positive role model for pupils 	

'Cavendish School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'