

RIVERSTONE ACADEMY

**PASTORAL & CLASSROOM SUPPORT JOB DESCRIPTION & PERSON
SPECIFICATION**

Pastoral support job description

Employment details	
Job title	<u>Pastoral & Classroom Support</u>
Reports to	<u>Headteacher</u>
Hours of work	<u>Full Time/Part Time</u>
Salary	NJC Scale 3 (£24412.99) + SEND allowance*

*SEND allowance paid on registration as a school

General duties

- Adhere to all provision policies and procedures, particularly those in relation to equality of opportunity, health and safety, data protection and safeguarding.
- Attend meetings, conferences and home visits as appropriate.
- Maintain and record all relevant pupil information in line with the provision's Records Management Policy, ensuring that appropriate data protection procedures are followed.
- Work with provision staff, parents and relevant external agencies regarding pupil progress, behaviour and attendance.
- Support pupils and parents during transition periods.
- Promote the school's vision and ethos, encouraging the inclusion and acceptance of all pupils.
- Ensure that appropriate policies and procedures are implemented to allow effective learning to take place, including child protection procedures and behaviour management processes.
- Attend relevant training and undertake appropriate CPD activities, ensuring that staff members are kept up to date with relevant news and changes within the sector.
- Assist in the organisation of assemblies and parents' evenings.
- Provide in-class support daily.
- Act as a role model for pupils, setting high expectations and acting in a professional manner.

Pastoral care

- Demonstrate a commitment to safeguarding and promoting the welfare of pupils, ensuring that pupil wellbeing is the focus of all actions undertaken in the role.
- Assist with the pastoral care of pupils, ensuring that the school meets all pupils' personal and social needs.
- Provide one-to-one pastoral support to pupils, where necessary.

- Work with staff members and parents to remove practical, social and emotional barriers to learning.
- Raise any concerns regarding pupils' learning and the support they receive with the relevant staff members.
- Refer pupil wellbeing concerns to the appropriate external agencies, as appropriate.
- Follow up concerns and provide individual support for pupils.
- Ensure that any concerns are appropriately recorded and reported, including those in relation to attendance, academic performance and pupil wellbeing.
- Plan and implement any specific arrangements for individual pupils, such as intervention programmes, ensuring that relevant staff members are aware of any measures in place.
- Discuss individual pupils' needs with relevant members of staff, parents and external agencies, where appropriate.
- Monitor and assess the implementation of interventions and support programmes, reviewing these and making informed changes where necessary.
- Maintain accurate records regarding the implementation of intervention programmes, including any referrals that are made.
- Continuously motivate and challenge pupils, whilst promoting and reinforcing self-esteem.
- Place a strong focus on pupils' social, mental and emotional health (SEMH) needs and contribute to the school's evolving practice
- Liaise with the careers advisor to ensure that pupils are effectively prepared for, and supported in, their future after education.
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Promote independence, recognising and rewarding self-reliance.

Supporting staff

- Act as a point of contact for staff members regarding the wellbeing of pupils and provide the necessary support.
- Work with the SLT and other relevant staff members to ensure continuity of pastoral care throughout the school.
- Liaise with staff members to ensure the wellbeing of pupils and their full participation in school life.
- Make necessary staff members aware of individual pupils' specific needs.
- Provide staff members with advice regarding pupil support strategies to ensure pupils' academic, social and emotional needs are met.
- Assist with implementing individual pupils' learning plans, pastoral support plans and acceptable behaviour contracts.
- Liaise with staff members to plan, assess and adapt learning activities to meet pupils' needs.
- Provide pastoral-focussed training, as well as any other relevant CPD opportunities, to staff members.

- Advise staff members on how to effectively support pupils' SEMH and meet their individual needs.
- Ensure resources are suitable for learning activities and effectively support the needs of pupils.

Academic support

- Facilitate the induction of new pupils, assessing prior academic performance, identifying SEMH needs and aiding timetable allocation.
- Liaise with staff members to ensure that pupils are appropriately prepared for, and supported during, key transition periods.
- Mentor underachieving pupils, liaising with teaching staff and support staff to ensure continuity of learning.
- Assist in the development, implementation and monitoring of the PSHE programme, ensuring that age-appropriate topics are discussed, and relevant issues are addressed.
- Plan and deliver learning activities to pupils within an agreed system of supervision, amending activities according to pupils' needs.
- Ensure that appropriate and relevant teaching resources are available to all teaching staff.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Monitor and evaluate pupils' responses to learning activities through a range of assessment strategies.
- Utilise the school's rewards system in order to encourage attendance, motivate pupils and increase academic performance.
- Monitor and evaluate the transition process for pupils, making recommendations to the relevant staff where appropriate.
- Help pupils to access specialist learning resources as required.

Attendance and exclusions

- Be an active member of the setting's attendance team
- Encourage attendance and punctuality at the setting.
- Monitor and review pupil attendance, identifying and reporting concerns to the relevant staff.
- Maintain an up-to-date record of absence, identifying patterns and trends in pupil attendance.
- Liaise with home schools regarding attendance
- Advise staff members on strategies to promote the regular and punctual attendance of all pupils and assist in the implementation of these strategies.
- Liaise with the attendance team on attendance issues, facilitating the planning and delivery of appropriate interventions, to improve pupil attendance and punctuality.

- Liaise with parents of absent pupils, ensuring that appropriate interventions are being implemented at school and at home.
- Work closely with the attendance team in order to set appropriate attendance targets, including whole-school, year group and individual pupil targets.
- Liaise with parents and the home school regarding exclusions.
- Maintain the pupil behaviour database, ensuring that all information is up-to-date and accurate.
- Facilitate the reintegration of pupils who have been excluded, ensuring that they are appropriately supported, and necessary interventions are implemented.

Communication

- Establish positive, productive and constructive relationships with pupils, parents and colleagues to assist home-provision communication and facilitate the support provided.
- Develop innovative methods of engaging with parents and families, encouraging increased parental participation in pupils' education.
- Liaise with external agencies, such as Children's Services, where appropriate.
- Participate in internal and multi-agency exchange of information and best practice, ensuring that data protection and child protection policies are adhered to.
- Liaise with the SENCO (both the provision's and home school for students attending as an AP) to ensure that pupils' needs are effectively met and appropriate support is provided.
- Assist in the development of positive relationships with other schools, liaising with pupils' previous or forthcoming schools to ensure a positive transition.
- Meet with staff members, pupils, parents and external agencies to identify individual concerns and develop informed plans of action.

Pastoral support advisor person specification

Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> GCSEs or equivalent qualification in at least English and maths. 	<ul style="list-style-type: none"> Behaviour management and safeguarding training. Degree in a relevant subject. Valid DBS check.
Skills and experience	
Essential	Desirable
<ul style="list-style-type: none"> Experience of undertaking relevant and effective CPD. Experience of developing and delivering individual and group-based support to pupils. Experience of working with pupils with behavioural issues. Experience of supporting pupils' SEMH needs. Experience of implementing behaviour management strategies. Excellent written and verbal communication skills. Have an ability to motivate colleagues. Be able to work as part of a team, as well as independently. Be able to adapt activities to ensure they are inclusive. Be able to effectively delegate tasks and responsibilities. Be able to manage projects and lead a group. Be able to collate and summarise information and data. Be proactive in the protection of children in reference to safeguarding procedures and protocols. Be able to effectively liaise with external agencies. Be able to develop and implement effective support strategies. 	<ul style="list-style-type: none"> Experience of creating individual intervention programmes for pupils. Experience of handling child protection and welfare cases. Willingness to partake in courses pertaining to the therapeutic support of young people with SEMH needs

<ul style="list-style-type: none"> • Be able to identify triggers of poor behaviour and barriers to learning. • Be able to assess pupils and their families and identify their needs to ensure effective support is provided. • Be able to maintain accurate and up-to-date records. 	
Knowledge	
Essential	Desirable
<ul style="list-style-type: none"> • Knowledge of statutory requirements regarding the education sector and pupil wellbeing. • Knowledge of legislation regarding pupil attendance, safeguarding and data protection. • Knowledge of common pastoral issues and how to respond to the different situations which may arise. • Knowledge of local and national support services that are available to pupils and schools. • Proven awareness and respect for the highly sensitive status of information and its confidentiality. • Knowledge of child protection and safeguarding procedures. • Knowledge of intervention strategies, including those in relation to behaviour and attendance. • Have a good understanding of child development, learning processes and barriers to learning. 	
Personal traits	
The successful candidate will be	
<ul style="list-style-type: none"> • Able to build positive and productive relationships with staff members, pupils and parents. • Able to consistently promote good behaviour throughout the school. • Able to effectively motivate and encourage pupils. • Able to work flexibly, attending and contributing towards meetings and training outside of their specified work hours. 	

- Able to commit to contributing to the wider school and its community.

Additional requirements

The successful candidate will have

- Excellent communications skills.
- Good time management and the ability to prioritise tasks effectively.
- A well-developed sense of empathy.
- A good attendance and punctuality record.
- High expectations of self and professional standards.
- The ability to maintain successful working relationships with other colleagues.
- A willingness to work outside of the timetabled day, where necessary.
- High levels of drive, energy and integrity.