



Pastoral Support Assistant

Responsible to:	Alternative Provision Manager
Grade:	5 points 6 - 11
FTE Annual Salary Range:	£23,893 - £25,979 (pro rata)
Actual Annual Salary Range, for weeks worked:	£16,381 - £17,811 (pay award pending)
Weekly Hours:	30 hours per week. To be worked Monday to Friday, with flexibility between the hours of 9:00am and 4:00pm, with a 40 minute daily unpaid lunchbreak. Actual times to be discussed.
Working Weeks:	Term-time only (actual paid weeks, 44.09 per year)
Start Date:	1st September 2024

Job Purpose

To support in the delivery of alternative provision for pupils in KS3 and KS4 in need of support or intervention. To support our in school alternative provision, both behaviour and wellbeing/medical.

Summary

We are seeking the right person to join our community who is interested in making a difference to our most vulnerable learners and those in need of extra support in their learning.

Our Alternative Provision Support Assistant will work closely with our Alternative Provision Manager and other key staff to support those in need of extra intervention. We are looking for someone with excellent organisational skills, who is able to provide academic support and tutoring to pupils who require support to access the curriculum. They will work alongside the AP Manager to assess applications and entries into the alternative provision. Attend and support parents/carers and students through meetings and planning. They will support the student's reintegration back into the main school.

The ideal candidate will have a real desire to make a difference to children's lives but also have a firm but fair manner. They will be able to provide academic support in a caring and sensitive way. They will need to build relationships with a range of colleagues across the academy as well as with the pupils in their care to help them overcome the various barriers that impact on their learning.

Job description

- To co-ordinate the support for all pupils requiring modified curricula or short-term interventions.
- To work closely with the Alternative Provision Manager and senior leaders to ensure consistency of provision for pupils working in the alternative provision.
- To liaise with the Alternative Provision Manager and heads of year to manage referrals for support.
- To aid students to learn as effectively as possible both in group situations and on his/her own by, for example:
 - Clarifying and explaining instructions

- Setting up the provision in the morning i.e. ensuring equipment/food/water is available
 - Ensuring the student(s) is able to use equipment and materials provided
 - Motivating and encouraging the student(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs
 - Assisting in weaker areas, e.g. speech and language, behaviour, reading, spelling, numeracy, handwriting/presentation etc
 - Using praise, commentary and assistance to encourage the student to concentrate and stay on task
 - Consistently and effectively implementing agreed behaviour management strategies
 - Helping to make appropriate resources to support the student(s)
- To establish supportive relationships with the student(s) concerned
 - Monitor the student's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the APM to achieve the intended learning/wellbeing outcomes.
 - To support the student(s) in developing social skills both in and out of the classroom
 - To provide regular feedback on the student(s)' learning and behaviour to a wide range of audiences, including feedback on the effectiveness of the behaviour strategies adopted
 - When working with a group of students, understand and use group dynamics to promote group effectiveness and support group and individual performance
 - Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information
 - To be aware of confidential issues linked to home/student/teacher/school
 - To contribute towards reviews of student(s)' progress as appropriate
 - To be willing to support playground/break time supervision e.g. educational games, homework clubs etc (within employed hours)
 - To accompany students on educational visits
 - To attend training courses and other INSET to update skills and knowledge.
 - Participate in the School's agreed pattern of CPD.
 - Perform duties in accordance with the directions given by the Headteacher & senior leadership team.

Person Specification – Alternative Provision

All staff are expected to model the following values, behaviours and attitudes:

- Committing fully to the safeguarding of pupils
- Putting pupils first and being positive about young people
- Having a commitment to excellence and high standards in everything we do
- Having, and communicating, the highest expectations of young people academically and personally
- Having a commitment to social justice and equality of opportunity
- Being committed to ethical behaviour: demonstrating integrity, honesty, resilience, professionalism, kindness and humility
- Behaving in a professional manner with staff and pupils at all times, treating all members of the school community with dignity and respect
- Contributing to the overall aims of the school by complying with and implementing school policies and by working collaboratively as part of pastoral and academic teams
- A willingness to contribute to school life beyond the curriculum

[A] Training and Qualifications

	Essential/ Desirable
Qualified Teacher Status	D
Degree (or equivalent) in a relevant subject	D
Relevant and recent in-service training	E

[B] Teaching Experience

	Essential/ Desirable
Effective teaching experience across the age and ability range.	D
Awareness and understanding of children's development	E
Experience of mentoring or working with young people in small groups	E

[C] Professional Knowledge and Understanding

Applicants should be able to demonstrate good knowledge and understanding of the following areas:

	Essential/ Desirable
The required skills to be a successful learner	E
Knowledge of Safeguarding in Schools	E
The National Curriculum and GCSE requirements in a Core Subject	D
The principles of effective teaching and assessment	D
Current educational issues	D
Knowledge and use of ICT in schools	E
Understanding of potential barriers to learning and how to overcome them	E

[D] Behavioural Competencies

Applicants should be able to provide evidence that they have the necessary qualities and attributes required by the post. These qualities may be demonstrated in a letter of application, however, it is more likely that they will be more fully assessable during the interview process and from the references. Applicants should be able to:

	Essential/ Desirable
Demonstrate excellent communication and interpersonal skills	E
Build and maintain effective relationships	E
Demonstrate personal enthusiasm and commitment to working with young people	E

Be sensitive to the needs of vulnerable pupils	E
Manage conflict	E
Prioritise, plan and organise themselves	E
Think creatively to anticipate and solve problems	E
Listen to and reflect on feedback	E
Develop effective teamwork	E