



JOB TITLE:	Pastoral Support Assistant
REPORTS TO:	Pastoral Manager/Assistant Headteacher
SALARY SCALE:	Grade 5
LOCATION:	Fulbrook School, Woburn Sands
WORK PATTERN:	Term Time Only Full Time 37 hours

Job Purpose:

- Monitor and support students' behaviour, progress, safety, well-being and attendance.
- Be an integral part of the pastoral and behaviour team.
- Work with students, staff, parents and external agencies, with the aim to help our young people participate positively to school life and experience success.
- Support the staffing of our school reset and wellbeing facilities as directed by pastoral manager/assistant headteacher.
- To act as a role model through delivering high quality pastoral care, engaging positively with continuous professional development and ensuring a professional presence.

Main duties and responsibilities:

- Support the staffing of our school reset and wellbeing facilities as directed by pastoral manager/assistant headteacher.
- Support administrative tasks linked to detentions and the schools reset and wellbeing facilities.
- Support the staffing of detentions on a rota with the heads of year
- Liaise with heads of year to identify and work with key students
- Monitoring data and consistency of recording; communicating with parents; logging information on Arbor (MIS).
- Plan and carry out pastoral and behaviour interventions with identified students logging all communication and intervention appropriately.
- Support and mentor identified students, on a 1:1 basis, with pastoral care needs, logging all communication and intervention appropriately.
- Attend student support meeting, once a week after-school, as required.
- Attend/lead meetings as required - including parent meetings and outside agency meetings.
- Investigate reported incidents as they arise in school.
- Deal with issues in a positive manner, communicating actions to staff, students and parents as appropriate.
- Manage restorative meetings as required.
- Monitor behaviour through the producing and sharing of day-to-day data.
- Be part of the Behaviour and Pastoral Team; monitor/analyse the patterns of behaviour to ensure the effectiveness of the strategies adopted by the school.
- Encourage assigned students with Behaviour, Emotional and Social needs to participate positively to school life.
- Support students with the process of improving their behaviour.
- Guide and support assigned students in achieving their personalised behavioural and learning targets.
- Support our whole school approach to behaviour management – especially our restorative and relational practice.
- Support reintegration of pupils on return to school from suspension.



- Contribute to the development of policies relating to behaviour management and well-being and undertake training with staff groups to ensure a consistent approach throughout the school.
- Liaise and communicate with outside agencies: Early Help Team, social services (MK and CBC), CHUMS, police, school councillor, welfare officer, as necessary; attend appropriate meetings involving Team Around the Child, Child in Need and Child Protection.
- Support vulnerable pupils: disadvantaged, looked after children, young carers and persistent non-attenders; help remove barriers to learning.
- Liaise with the relevant members of staff, including the Deputy Head Teacher (DSL) and DDSLs, on issues of a pastoral and/or safeguarding nature, with active involvement in team meetings.
- Be alert to safeguarding issues; log and pass on concerns as appropriate; deal confidentially and sensitively with parents and pupils undergoing difficulties.
- Log issues, communications and interventions on the appropriate platforms such as Arbor and My Concern.
- Support individual students to access lessons and learning, helping them to meet the expectations of the school.
- Build strong relationships with parents, carers and families, making contact as required to ensure positive family support in meeting the school's expectations. Communicate outcomes of meetings as required.
- Contribute to the writing and implementation of support plans for identified pupils
- Ensure all Health and Safety regulations are complied with, as well as school policies, for example Safeguarding, Data Protection and e-safety.
- Ensure confidentiality is observed at all times.
- Comply with any reasonable request from line manager or senior member of staff to undertake work of a similar level that is not specified in this job description.

Other Information:

Kingsbridge Educational Trust and schools are committed to safeguarding and promoting the welfare of children and vulnerable adults. All employees are expected to share this commitment, to follow the school's safeguarding policies and procedures and to behave appropriately towards children and vulnerable adults at all times, both in work and in their personal lives.

All school based posts are defined as Regulated Activity and therefore this post is subject to an Enhanced with Barred List Disclosure and Barring Services (DBS) check.



Pastoral Support Assistant Person Specification

		Essential	Desirable	A/C/I/R
Qualifications	Equivalent of 5 GCSE subjects at Grade C or above including Maths and English.		*	A/C
	Commitment to Continued Professional Development	*		A/C
Experience	Experience of working in an educational environment. (Secondary experience desirable)	*		A/I
	Experience of pastoral support working with young people and families. (Secondary experience desirable)	*		A/I
	Experience of working with individuals who display challenging behaviour.	*		A/I
	Understanding of the role of a mental health first aider		*	A/I
Knowledge/ Skills	Good working knowledge and understanding of IT and ability to use Word, Excel and a MIS (school uses Arbor)	*		A/I
	Communicate clearly and concisely both orally and in writing	*		A/I
	Able to gather information and produce reports	*		A/I
	The ability to communicate effectively with staff, students and parents.	*		A/I
	Ability to prioritise own workload	*		A/I
Other	Accuracy and attention to detail	*		A/I/R
	Good planning and organisational skills	*		A/I/R
	Adapt quickly to changes to regulations and processes	*		A/I/R
	Ability to work as part of a team and on own initiative and with resilience.	*		A/I/R
	Self-motivating with the ability to multi-task	*		A/I/R
	Good interpersonal skills, and the ability to enthuse and motivate others, as well as offer emotional support	*		A/I/R
	Flexible and adaptable approach to management of work	*		A/I/R
	Able to build positive and constructive relationships, praising and encouraging students to help them achieve their very best	*		A/I/R
	Ability to confidently give clear boundaries	*		A/I/R
	Commitment to uphold School Equalities Policy	*		A/I/R
	Commitment to safeguarding and promoting the welfare of children and young people.	*		A/I/R
	Motivation to work with children and young people.	*		A/I/R
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	*		A/I/R

A - Application form

C - Certificates

I - Interview

R - References