St John Bosco College

JOB DESCRIPTION: Pastoral Support Assistant

Grade: Scale 5 Spine Point: 12 - 15

The Pastoral Support Assistant will play a central role in securing high standards of behaviour, attendance and wellbeing across St John Bosco College. Working as part of the pastoral team and responsible to the Assistant Headteacher (Behaviour & Attitudes) the post holder will respond to on-call requests from teachers, supervise and support students removed from lessons, and provide support to students experiencing pastoral difficulties. They will be a proactive and visible presence around the school, building positive relationships with our most challenging students and supporting staff in classes where behaviour is difficult, so that every student can learn.

Responsibilities

Behaviour Response (On-Call)

- Respond promptly to on-call requests from teaching staff, removing students from lessons calmly and in line with the school's Behaviour Policy
- Supervise students who have been removed from lessons, making sure they complete set work and reflect on their behaviour
- Hold restorative conversations with students after removal and support their successful return to lessons
- Take student statements after incidents, and record incidents, removals and actions accurately on Arbor (and on CPOMS where there is a welfare concern)
- Apply rewards and sanctions consistently and fairly in line with school policy, including supporting with detentions
- Support Heads of House and senior staff in responding to serious incidents, de-escalating situations and keeping students and staff safe
- Maintain a visible, positive presence around the school, including corridors, social spaces, lunchtimes, and arrival and departure

Proactive Support for Students and Classes

- Work with Heads of House to identify students whose behaviour is a concern, and build positive, trusting relationships with them before problems escalate
- Carry out regular learning walks and drop-ins to lessons, prioritising classes and staff identified as needing additional support
- Support teachers in classes where behaviour is difficult by reinforcing routines and expectations, working alongside identified students and helping to maintain a calm learning environment
- Monitor students on behaviour report, checking in with them during the day and reviewing their targets with them
- Share effective strategies for individual students with teaching staff so that there is a consistent approach across the school

- Contribute to behaviour support plans and reintegration plans for students returning from suspension or alternative provision

Pastoral Support

- Provide nurturing support to individual students and small groups experiencing pastoral, social or emotional difficulties, as directed by Heads of House or the Assistant Headteacher
- Be a trusted adult and first point of contact for students who need support during the school day
- Set and review simple targets with mentored students, keeping accurate records of interventions and their impact
- Recognise when a student's needs go beyond the remit of the role, and refer appropriately to Heads of House, the DSL, the SENCo or external services
- Liaise and work effectively with the School Chaplain to provide pastoral care and spiritual growth opportunities to students

Attendance and Working with Families

- Support the school's attendance strategy by following up absence and lateness, making first-day calls when required, and helping students with low attendance to re-engage with school
- Work closely with Heads of House, the attendance team and the Educational Welfare Officer to monitor attendance and support attendance meetings
- Build positive relationships with parents and carers, communicating by telephone, email and in meetings about behaviour, attendance and wellbeing
- Attend meetings with parents, staff and external agencies as required, including reintegration meetings
- Use Arbor data to help identify patterns in behaviour and attendance, and contribute to reports for Heads of House and the senior leadership team

Continuing Professional Development

- Take responsibility for personal professional development in conjunction with the line manager, keeping up to date with effective practice in behaviour, attendance and pastoral support
- Undertake training in de-escalation, restorative practice, behaviour management and safeguarding as required
- Undertake any necessary professional development as identified in the School Improvement Plan, taking full advantage of any relevant training and development available

Safeguarding

- Be vigilant to safeguarding concerns – identifying and reporting concerns ensuring that your line manager is made aware and kept fully informed of any concerns which you may have in relation to safeguarding and/ or child protection
- Support safeguarding processes by recording concerns accurately on CPOMS
- Work within statutory safeguarding guidance and school policies at all times
- Be fully aware of and understand the duties and responsibilities arising the school's Child Protection Policy

Other Duties

- To be fully aware of and understand the duties and responsibilities arising from the Children Act 1989 and 2004 and Working Together to Safeguard Children in relation to child protection and

safeguarding children and young people as this applies to the worker's role within the organisation
- To be fully aware of the requirements set out in Keeping Children Safe in Education
- Actively promote Equality and Diversity throughout the school
- Handle sensitive information with the highest level of discretion and maintain confidentiality at all times. Ensure data is kept in line with legal rights
- Flexibility to work occasional hours, outside of the regular school day, as needed
- To carry out any other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibilities of the post as requested by the Headteacher

General

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Changes can be made to this job description under consultation to reflect the changing needs of the role at any time.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

PERSON SPECIFICATION: Pastoral Support Assistant

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Outline of Key Abilities
You are asked to focus upon demonstrating the extent to which you meet each of the selection criteria when wring your personal statement which you will find under Section 6 of the application form. Please read the candidate guidance under that section
Key:
E – Essential D – Desirable A – Application Form I – Interview/Selection Process

	Experience and Attributes	**E**	**D**	**A**	**I**
1	Experience of working with young people of secondary age in a school or related setting	√		√	√
2	Experience of managing challenging behaviour and de-escalating difficult situations	√		√	√
3	Experience of mentoring or supporting young people with pastoral, social or emotional needs	√		√	√
	Qualifications	**E**	**D**	**A**	**I**
4	GCSE (or equivalent) grade C4 or above in English and Mathematics	√		√	√
5	Recent and relevant training (e.g. behaviour management, restorative practice, de-escalation, safeguarding)		√		√
	Knowledge and Skills	**E**	**D**	**A**	**I**
6	Functional ICT skills, including use of a school MIS (e.g. Arbor) and recording systems such as CPOMS	√		√	√

7	Ability to remain calm, assertive and consistent when managing challenging behaviour	√		√	√
8	Ability to build positive relationships with students, including those who find school difficult	√		√	√
9	Ability to recognise the needs of students and respond to them appropriately	√		√	√
10	Understanding of restorative approaches and how to use them to repair relationships		√	√	√
11	Working knowledge of safeguarding procedures (including KCSIE) and of behaviour and attendance policies	√		√	√
12	Excellent communication, interpersonal and organisational skills	√		√	√
Personal Attributes		**E**	**D**	**A**	**I**
13	Committed to supporting the distinctive nature of a Catholic school and promoting the educational principles of St John Bosco	√		√	√
14	Work constructively as part of a team, supporting teachers in the classroom and around the school	√		√	√
15	Resilience and the ability to stay positive when dealing with challenging situations	√		√	√
16	Commitment, enthusiasm and energy	√		√	√
17	Willingness to be involved in the wider life of the school community.	√		√	√
18	Personal integrity and the drive to do what is best for the students	√		√	√
Other		**E**	**D**	**A**	**I**
19	Willingness to undertake training in basic first aid	√			√
20	Flexibility to respond to changing priorities throughout the school day	√		√	√
21	Commitment to inclusion for all	√		√	√