



## **JOB DESCRIPTION**

**Post title:** Teaching & Pastoral Support Assistant

**Pay:** £24,067.17 FTE - **£16,805.67 pro rata**

**Hours:** 30 hours per week (9am to 3.30 pm which includes a 30-minute unpaid lunch break per day)

**Contract:** Permanent Contract for 39 weeks per year.

**Reporting to:** Principal

### **Purpose of the Job:**

The Teaching & Pastoral Support Assistant is responsible to the Principal for supporting children both inside and outside the classroom.

Working to the direction of the Principal and SENCO the Teaching & Pastoral Support Assistant will be responsible for carrying out the duties of the post with regard to the school's equal opportunities policies and shared values.

The Teaching & Pastoral Support Assistant will work with the SENCO, who is the first line manager.

### **Hours:**

The Teaching & Pastoral Support Assistant shall work a number of hours determined by the Principal and specified within their contract of employment although you are required to work such reasonable additional hours as are necessary to enable you to discharge your duties effectively.

The hours may be changed as the needs of the school change.

All Teaching & Pastoral Support Assistants are obliged to do playground/lunch duties and are entitled to a half an hour unpaid lunch break.

### **Duties:**

#### **Pastoral and learning support:**

1. To work closely with the SENCO to plan and deliver targeted intervention and support for children with SEN
2. To support the SENCO in meeting the pastoral needs of children with EHCPs through delivery of interventions such as sensory circuits, social skills groups and lego therapy.
3. To work with the SENCO to develop the school's nurture space and timetable.
4. To support children with SEN need on a 1:1 basis in the classroom setting.
5. To help make, maintain and organise resources for learning including practical equipment and quality displays.
6. To contribute towards provision planning and EHCP application processes.

7. Attend to the pupil's personal needs and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters
8. Establish good relationships individual pupils and be aware of and respond appropriately to individual needs in accordance with school policies
9. Promote the inclusion and acceptance of all pupils
10. Be proactive, resourceful and creative in identifying, developing and responding to opportunities which will encourage the pupil's learning and development
11. To attend external and internal training and staff development opportunities in order to better understand and be able to respond to children who require learning support
12. To know and support the targets identified in the specific plans of children who require learning support
13. To make observations of children's well being, progress and behaviour in school, in class and at playtime and discuss these observations with the class teacher and inclusion manager
14. To support children's physical needs, where necessary, as advised or requested by the inclusion manager or Principal. This may include help with dressing, with medication and with toilet or mobility assistance.
15. Give medication which, apart from asthma medication will be given only upon written instruction from the Principal after agreement with and written instructions from the child's parents/ carer.
16. To liaise with support agencies such as the educational psychologist, speech therapist, specialist teachers, and attend multidisciplinary meetings in order to affect a co-ordinated response to children's special needs
17. To produce written feedback and reports on the progress and well being of children with special needs as required by the class teacher, Principal or SENCO.

#### **General Teaching Assistance:**

1. To work with children providing help and guidance in class, in a group or with individuals, and acting as role model.
2. To work under the guidance of the class teacher, at all times respecting the ethos of the classroom and the school, and encourage children to be independent in order to interact with others, engage in activities lead by the class teacher and to act independently.
3. To contribute ideas and expertise to planning and review of lessons and activities for the class, a group or individual child.
4. To use one's own initiative in adapting and following up work for children whilst understanding that the class teacher retains responsibility for learning.
5. Record individual pupils' behavioural difficulties and to discuss with the class teacher and / or SENCO any matters of concern, which arise for or from any child or children.
6. To communicate with a child's parents/ carers having obtained permission from the class teacher, SENCO or Principal as appropriate
7. To develop a positive and professional relationship with children in order to promote their progress both socially, emotionally and academically using praise and positive reinforcement at all times.
8. To promote good behaviour at all times. Take shared responsibility for ensuring that all children's behaviour is well managed to support learning and the well being of all children

and adults in school, using praise and positive reinforcement wherever possible, in line with the school's behavioural policy.

9. To help to support the safety, security, comfort and well being of children throughout the school.
10. To attend external and internal training and staff development opportunities in order to develop new skills and keep abreast of new developments.

Teaching & Pastoral Support Assistants will also be required as part of their job to regularly use ICT and use and contribute to the MLE (managed learning environment) and keep themselves and colleagues fully informed about day to day organisation and school matters and longer term plans and events affecting the school and its community.

### **General School Maintenance:**

All staff at Hope Community School contribute to the efficiency, organisation and success of the school. For Teaching & Pastoral Support Assistants this relates in particular to:

1. Taking responsibility for organising and maintaining a quality learning environment following the agreed protocol for the maintenance of a quality learning environment. Copies of this are on display around the building.
2. Undertake any other reasonable duties within the overall function, commensurate with the grading and level of responsibility for the job.
3. To comply with the requirements of Health and Safety, other relevant legislation and school documentation and to understand and comply with the School's Policy Document.
4. The job holder's responsibility for promoting and safeguarding the welfare of children and young persons for who s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the School's Child Protection Policy Statement at all times. If in the course of carrying out the duties of the role, the Job holder becomes aware of any actual or potential risks to the safety or welfare of children in the school s/he must report any concerns to the School's Child Protection Officer or to the Principal.

### **Person Specification:**

*We are looking to appoint candidates who are educated to at least A level or IB standard and are preferably graduates.*

*It will be an advantage to hold a qualification such as NNEB or NVQ Level 2 or Level 3 Support Staff Qualification.*

The post holder will be able to:

- demonstrate excellent all round communication skills
- show a compassionate and caring attitude towards others
- demonstrate a strong understanding of the factors that impact children with SEN
- spell accurately, write legibly and have good numeracy skills
- work flexibly and recognise the specific demands of a school environment
- work as part of a team and independently
- take initiative, identify and solve problems
- deal sensitively and effectively with people
- understand, abide by, contribute to and promote all school policies
- support Christian values and practices in the life of HCS

Have had experience of:

- working with children with SEN
- working in a school or other community setting
- taking responsibility and having responsibility
- using ICT confidently

Have knowledge of:

- a good working knowledge of MS Word and email systems
- basic first aid procedures (training will be provided)

Circumstances:

- be able to attend training off site if required

### **Holiday Entitlement:**

Teaching & Pastoral Support Assistants are required to work for and are paid for 196 days each year or 39 weeks. Teaching & Pastoral Support Assistants are entitled to all school holidays but are required to attend on staff training (inset days).