

Post title: Pupil Support Assistant (Behaviour and Well-being)

Grade:	Grade 6	Staff responsibility:	No	Essential Car user:	Yes
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Scope of Work – appropriate for this post:

To assist in the identification and support of pupils in need of specialist provision in relation to participation in learning.

Accountabilities/Responsibilities – appropriate for this post:

Behaviour and Well-being

1. Engage practically with students to identify barriers to learning and set targets to improve their behaviour for learning.
2. Liaise with teaching staff to provide particular support to targeted pupils to raise attitudes to learning amongst identified pupils.
3. Liaise with YL and relevant staff to identify barriers to learning and set relevant, achievable targets in relation to pastoral support plans. Evaluate the success of such plans.
4. Monitor the implementation of pastoral support plans across all years. Check plans are completed for pupils at the relevant intervention points.
5. Liaise with parents / carers regarding behaviour intervention and reward/sanction updates.
6. Monitor and support interventions relating to identified pupils who are considered cause for concern.
7. Report on the progress and interventions of identified pupils who are referred for behaviour intervention to SLT/other agencies where appropriate.
8. Liaise with Attendance Improvement Worker regarding attendance of students.
9. Provide supporting information to SLT, CL/YLs, teachers and external agencies to support achievement and progress of pupils.
10. Support investigations of major incidents involving pupils, liaising with SLT/YL.

Pupil Support

11. Act as a cover supervisor when required.
12. Liaise with other staff regarding behavioural support for identified pupils who are referred into the Pupil Support Room.
13. Conduct 1-1 sessions with pupils and liaise with parents when necessary.
14. Mentor students in relation to improving behaviour, supporting in class when necessary, and assessing the impact of targeted intervention.
15. Take part in supporting any referrals to external agencies, and the CAF process for identified pupils.
16. Produce lists, information and run reports as requested.
17. Work with other Pupil Support Assistants, the school counsellor, attendance improvement worker, school nurse, and other members of the senior pastoral team in school.

In relation to the demands of the post, there may be other duties which are expected as part of the pupil support team.

Additional supporting information – specific to this post.

Indicative knowledge, skills and experience

- Prior experience of working with young people in an educational or other setting.
- A track record of leading successful interventions with young people to improve learning outcomes.
- Knowledge of how to overcome barriers to learning for students.
- Experience of working as part of a wide team to support pupils.
- A knowledge and commitment to safeguarding young people in line with school policy.
- A confident use of ICT systems needed to carry out effective administration for the post.

Person Specification Form

Post Title - Pupil Support Assistant (Behaviour and Well-being)

Personal Attributes required (on the basis of the job description)	Essential (E) or Desirable (D)	To be identified by: (eg application form, interview, reference etc)
<p>Qualifications</p> <p>NVQ level 3 or above qualification (or equivalent)</p> <p>Level 2 or equivalent qualification in English/Literacy and Mathematics/Numeracy</p>	<p>E</p> <p>E</p>	<p>A</p> <p>A</p>
<p>Experience</p> <p>Experience of working with children</p> <p>Experience of working in a relevant classroom/service environment</p> <p>Experience of Administrative work</p> <p>Experience of supporting pupils with challenging behaviour</p>	<p>E</p> <p>E</p> <p>D</p> <p>D</p>	<p>AIR</p> <p>AIR</p> <p>AIR</p> <p>AIR</p>
<p>Knowledge/skills/abilities</p> <p>Ability to relate well to children</p> <p>Ability to work as part of a team</p> <p>Good communication skills</p> <p>Ability to relate well to parents/carers</p> <p>Ability to supervise and assist pupils</p> <p>Time management skills</p> <p>Organisational skills</p> <p>Knowledge of classroom roles and responsibilities</p> <p>Knowledge of the concept of confidentiality</p> <p>First Aid Certificate</p> <p>Administrative skills</p> <p>Ability to make effective use of ICT</p> <p>Ability to assess children's development</p> <p>Ability to plan and deliver work programmes</p> <p>Flexible attitude to work</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>AIR</p> <p>IR</p> <p>IR</p> <p>I</p> <p>AIR</p> <p>IR</p> <p>IR</p> <p>I</p> <p>I</p> <p>A</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p>
<p>Other</p> <p>Commitment to undertake in –service development</p> <p>Commitment to safeguarding and protecting the welfare of children and young people</p>	<p>E</p> <p>E</p>	<p>I</p> <p>I</p>

