



## **Pastoral Support Assistant – Fairfields Primary School**

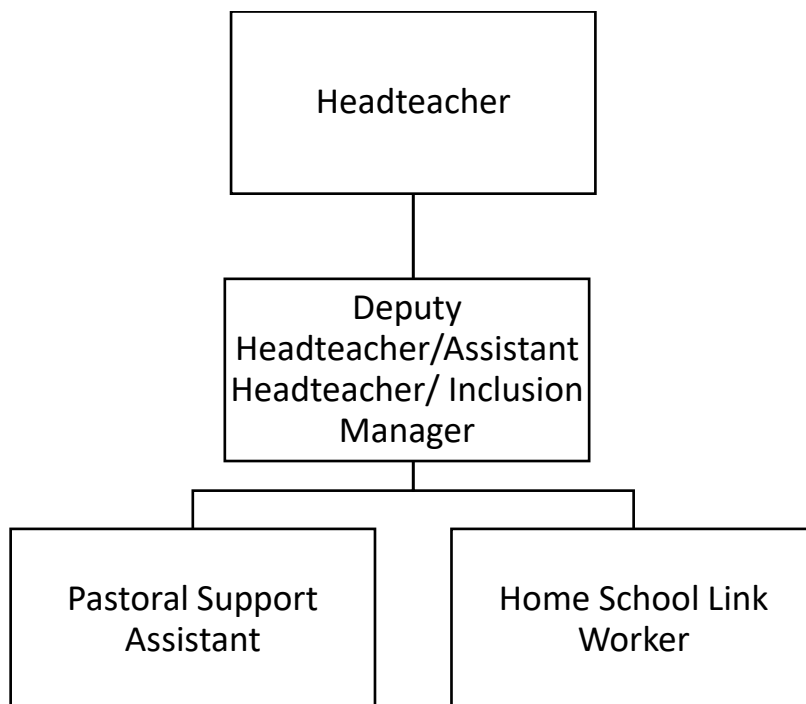
Data Protection Act 1998. The information you provide on this form is to enable Hampshire County Council to evaluate the role. The information may also be used, in full or part, to support other processes such as performance development review, induction, recruitment and training and development.

The information will be stored electronically and in hard copy format and made available to only to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

REPORTS TO: Inclusion Manager /Assistant Headteacher/ Deputy Headteacher with oversight of the pastoral system.

ROLE PURPOSE: To provide support for pupils' pastoral welfare. To liaise with staff, parents and the relevant outside agencies to provide appropriate intervention for pupils experiencing disruption to their learning. To support pupils to promote a positive attitude towards school.

### **Organisation**



### **Accountabilities**

- Providing pastoral and personal support to pupils experiencing difficulties in school or at home through listening and supporting referred pupils and others as required.
- Supporting the team to offer individual or group Thrive for pupils within the limits of the pastoral support assistant role.
- Establishing productive working relationships with pupils and acting as an appropriate role model.
- Providing information and advice to enable pupils to make choices about their behaviour and attendance.
- Challenging and motivating pupils to promote and reinforce their self-esteem.
- Liaising and cooperating with the Inclusion Manager in setting up regular appointments for referred pupils.

- Providing advice and support to any staff member whose role involves supporting pupils.
- Safeguarding appropriate confidentiality and ensuring that, wherever necessary, pupils are aware of the limits of confidentiality in the school setting.
- Liaising with support staff and teachers to ensure that provision is as effective as it can be for pupils.
- Recording outcomes of interventions with pupils and monitoring pupils in order to assess their support needs.
- Retaining files securely and accurately and regularly reporting on types of issues encountered in order to inform pastoral support and planning.
- Referring pupils to the Inclusion Manager or Designated Safeguarding Lead where issues arise outside of the postholder's remit and/or competence.
- Liaising with parents in circumstances where pupils feel this may be appropriate after approval from a member of the senior leadership team.

### **Key Decision-Making Areas in the Role**

- Assessment of emotional or social difficulties of individual pupil including use of Thrive profiles.
- Making judgements regarding when to refer pupils to more specialised intervention as appropriate and referring to the Inclusion Manager or DSL.
- Assessing when a particular case may need to be referred as a potential child protection case or to Education Welfare.
- Assessing what information to relay to other members of staff or when confidentiality is not appropriate and disclosure to other agencies is required.
- Deciding on appropriate support and advice for individual pupils according to their specific circumstances or difficulties experienced.

### **Role Dimensions**

- No budgetary responsibility.
- Working with identified pupils from 420 pupils in the school.
- Approximately 4 pupils a day 1:1 or more if a group.
- Leading a bereavement group once a week.
- Potential to cover whole class teaching as directed by the class teacher when required .

### **Main Contacts - external/internal customer contacts and purpose**

- Pupils (daily) – to assess welfare, social and emotional needs and to provide advice and support.
- Teachers (regular) – to liaise over individual pupils and referrals.
- Parents – to arrange visits to the school to discuss pupil's welfare, emotional and social needs.
- External agencies (Education Welfare, Social Services, school medical staff, Health services)– to make referrals as appropriate or to seek appropriate advice.

### **Working Conditions – environmental and physical factors, physical effort or strain and frequency of occurrence.**

- School and classroom-based learning environment.
- Likelihood of encountering challenging behaviours.
- Frequent contact with distressed individuals.
- Lone working.
- Likelihood of disclosures from pupils and parents.

### **Role requirements for operational effectiveness.**

- Knowledge and understanding of the problems and issues families/parents face which affect and the inhibit the educational progress of children, particularly those children with challenging behaviour(s).
- Support vulnerable pupils at break and lunchtime as directed.
- NVQ level 3 in Learning Support or equivalent required (or be willing to undertake this for the right candidate)

- Knowledge of child development – Understanding of Thrive and ELSA as possible interventions even if not fully trained.
- Experience of working with children and young persons.
- Excellent communication skills which enable positive resolutions of difficult situations.
- Ability to listen effectively.
- High level of self-motivation and the ability to work on own initiative.
- Flexibility to adapt practice and work based on needs of pupils and staff in the school.
- Ability to work as part of a team and to establish good working relationships.
- Experience of working with key agencies to resolve situations.
- Knowledge of child protection / safeguarding procedures.
- Responsibility to ensure appropriate level of professional supervision, thus ensuring work practice is monitored and remains within the ethical framework.

### **Context/Additional Information**

- This role has a highly confidential component and requires the postholder to gain and maintain the trust and confidence of pupils and their families. The postholder may be afforded access to child protection / family sensitive information and will be required to treat this accordingly.
- The postholder may experience stress as a result of working with individuals with a diverse range of complex and demanding emotional and behavioural needs.
- This role requires a high degree of integrity and a full understanding of the confidentiality of the issues with which the role holder will be dealing.