**SUPPORT STAFF JOB DESCRIPTION**

**Pastoral Practitioner Role**

**Palm Bay Primary School**

**Post: Pastoral Practitioner**

**Salary: EKC 3**

**Responsible To:SENCo**

**Summary of Post:** Working under guidance: provide short/medium term support in addressing the needs of pupils who are dysregulated, demotivated or disengaged to overcome a range of barriers to learning. This support is likely to include working individually with pupils, working with pupils in small groups, working with other staff members. This post demands the ability to use initiative, and the skill to maximise known strategies to support pupils in a responsive, relational manner.

# Tier of role: Practitioner

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| **Key descriptor: Practitioner**  **Scope of role:** Provides specific services and support, performing a range of tasks using a combination of skills.  **Autonomy:** Some discretion to deliver instructions given and routines followed to standard, solving basic problems as required.  **Knowledge of role:** Role-specific knowledge is required.  **Skills – Technical & Practical:** Combination of skills relevant to the role.  **Qualifications/Experience:** Level 2 English and Maths required.  **Supervision of others:** No line management (some supervision may be required)  **Management by others:** Close supervision with guidance. |

# Key Responsibilities:

* Promote, model, and reinforce the school’s relationship policy and expectations throughout all areas of school life.
* Identify and support pupils who are struggling with regulating their behaviour, and put in place targeted interventions.
* Accurately log incidents, analyse patterns, and report to SLT as required.
* Build positive relationships with families, keeping them informed and involved in supporting their child’s behaviour.
* Help develop staff confidence and consistency in implementing the school’s relationship policy.

# Specific Duties:

* Support children, many with SEND or complex SEND, in times of a behaviour crisis, deescalating dysregulated behaviours, alongside team members, whilst remaining calm and ensuring safety for all.
* To meet regularly with the Inclusion Team to discuss pupils who require support in social, emotional and mental health and work with the Inclusion Team to build and sustain capacity to enable good wellbeing and mental health support within the school system
* Work with selected pupils in and out of the classroom situation. This could include pupils not working to a normal timetable.
* Develop a 1:1 mentoring arrangement for pupils, which enable the pupil to agree plans and targets to move forward, and assist in organising and running small group interventions under the guidance of Inclusion Leader. This includes leading a lunchtime club in our regulation space that supports children who find unstructured time challenging.
* Undertake day to day liaison with parents/carers within the remit of the role, recognising class teachers are the first line of contact.

# General Duties and Responsibilities:

1. You will be responsible for upholding our values and ethos and championing the inclusion and belonging of our Academy and Trust communities.
2. You will be responsible for protecting pupils and staff from all preventable harm as per Safeguarding procedures.
3. To participate in the staff support & development program and to undertake training based on individual and organisation needs.
4. To undertake continuing professional development to support our culture of continuous improvement and keep up to date with the skills required to fulfil the role.
5. To comply with all Academy and Trust policies and guidelines as well as legislative requirements. Including education, health & safety and data protection and all staffing policies.
6. To demonstrate positive personal and professional behaviour as specified in the Staff Code of Conduct.
7. To partake in quality assurance, appraisal and monitoring and meet minimum relevant occupational standards.
8. To undertake any other duties commensurate with tier as may be reasonably requested.

*Please note:*

*This job description is a guide to the work you will initially be required to undertake. It summarises the main aspects of the job but does not cover all the duties that the job holder may have to perform. It may be changed from time to time to meet changing circumstances.*

*It does not form part of your contract of employment and as your experience grows, you will be expected to broaden your tasks, suggest improvements, solve problems and enhance the effectiveness of the role.*

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| Postholder’s signature: |  | Date: |  |

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|  | **PERSON SPECIFICATION**  **Tier of Role: Practitioner** | **Application** | **Interview** | **Shortlisting Weighting** |
| **Qualifications and Training** | | | | |
| 1. | English and Maths Level 2/ GCSE A-C grade 4 or above. |  |  | 6 |
| 2. | Level 3 childcare or Teaching Assistant qualification or equivalent would be an advantage. |  |  | 4 |
| **Experience** | | | | |
| 1. | Previous relevant experience of working with children in an educational setting. |  |  | 4 |
| 2. | Experience of working with children who have special needs or disabilities., specifically those with behavioural needs. |  |  | 4 |
| **Skills and knowledge** | | | | |
| 1. | Basic numeracy and literacy skills. |  |  | 4 |
| 2. | Basic IT skills; use word and email. |  |  | 4 |
| 3. | Good communication skills. |  |  | 6 |
| 4. | Have the ability to relate well to children and adults, understanding their needs and being able to respond accordingly. |  |  | 6 |
| 5. | Have the ability to motivate, inspire and build trust with children so they achieve their best. |  |  | 6 |
| 6. | Be able to devise and implement structured learning activities with groups of children and be able to evaluate effectiveness and measure pupils’ progress. |  |  | 6 |
| **Personal Qualities** | | | | |
| 1. | Act with honesty and integrity at all times. |  |  | 6 |
| 2. | Commitment to promoting the ethos and values of the school and trust. |  |  | 6 |
| 3. | Ability to work well as part of a team. |  |  | 6 |
| 4. | Maintain confidentiality at all times. |  |  | 6 |
| 5. | Commitment to inclusion, safeguarding and equality. |  |  | 6 |