



# **Job Description & Person Specification Intervention and Pastoral Support Assistant**

<b>Job Description</b>	
Job Title:	Intervention and Pastoral Support Assistant
Pay Grade / Scale / Range:	NJC SCP 12-17 SEN allowance
Benefits & Perks:	Occupational pension scheme, occupational sickness scheme, health scheme, TOIL / Flexi scheme
Working hours:	See advertisement for actual hours
Location:	Initially based at Spring Brook Lower. You may be required to work at any site of the New Bridge MAT
Special circumstances:	Some out-of-hours working required at busy times.
Staff responsible to:	Executive Head/ Head of Site
Staff responsible for:	None
Accountable to:	Chief Executive Officer
Probationary period:	26 weeks for all new staff to the New Bridge MAT

# New Bridge MAT

## Intervention and Pastoral Support Assistant

### **Purpose of the post**

To work under the guidance of the Assistant Head within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task, responding to questions and generally assisting pupils to undertake set activities. As part of this team you will also be required to support the pastoral wellbeing of the pupils and respond as appropriate to pupils who are not engaging in lessons.

### **KEY TASKS – Support for Students**

1. Establish rapport and respectful, trusting relationships with students, acting as a role model and setting high expectations.
2. Supervise, assist and support students, to access the intervention programmes, through your knowledge of how students learn and which intervention will be the most effective.
3. To be able to plan and deliver a variety of interventions to meet the diverse needs of the students at SBU.
4. The role will include supporting and implementing student's personal programmes, relating to social, health, physical, hygiene and welfare matters, and appropriate communication methods.
5. Promote inclusion and acceptance of all pupils by encouraging them to interact with each other through well planned interventions.
6. Contribute to the development and implementation of EHCP's, Behaviour Plans and activity-based risk assessments (including off site activities) in line with health & safety policy.
7. Promote self-esteem and independence, and employ strategies to recognise and reward achievement of self-reliance.
8. Provide specific feedback in discussion with pupils on their progress and achievement, in line with school policy.
9. Help re-engage learners who have been struggling and have left the classroom
10. Build a close working relationship with parents through the use of home visits if required

### **KEY TASKS – Support for teachers**

11. Liaise sensitively and effectively with parents and carers as agreed with the Assistant Head and Pastoral Lead within your role/responsibilities and participate in feedback sessions/meetings with parents.

12. Work with the Class teacher, Assistant Head and Pastoral Lead to plan and implement lessons/activities, evaluating and adjusting work / plans according to pupils' individual needs.
13. Monitor and evaluate pupils' responses to intervention activities and programmes through observation and planned recording of achievement against pre-determined goals.
14. Provide objective and accurate feedback and reports as required on pupil achievement, progress, and other matters, ensuring availability of appropriate evidence.
15. Be responsible for keeping and updating records in a format agreed with the intervention lead, contributing to reviews / systems of records and systems as necessary.
16. Collate pupil reports in liaison with the appropriate staff.
17. Implement a pro-active approach to behaviour management

### **KEY TASKS – Support for the School**

18. Promote positive values, attitudes and good pupil behaviour. Anticipate and manage promptly with challenging behaviour, conflicts and incidents whilst encouraging pupils to take responsibility for their own behaviour, in line with established school policies, e.g. the use of team-teach.
19. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils.
20. To work alongside the Assistant Head and SLT of the school to ensure appropriate interventions are planned and delivered and that outcomes are monitored to show progress.

### **Standard Duties**

1. To work across the New Bridge Group if required.
2. To understand the importance of inclusion, equality and diversity, both when working with students and with colleagues, and to promote equal opportunities for all.
3. To uphold and promote the values and the ethos of the school.
4. To implement and uphold the policies, procedures and codes of practice of the school, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
5. To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises.
6. To participate and engage with workplace learning and development opportunities, subject to the school's training plan, working to continually improve own performance and that of the team/school.
7. To attend and participate in relevant meetings as appropriate.
8. To undertake any other additional duties commensurate with the grade of the post.

**Contacts**

Students, colleagues within the school, staff of the local authority, other education and healthcare professionals, parents, carers and guardians and visitors to the school

**Responsible to:** Head of Site / Assistant Head

**Responsible for:** Not applicable

**Special Conditions:**

An Enhanced Disclosure and Barring Service (DBS) check is required for this post

	DATE	NAME	POST TITLE
PREPARED	13/06/2022	Simon Smith Jenny Dunne Toni Thomason	Director of HR Executive Head Head of Site
REVIEWED			
REVIEWED			

## PERSON SPECIFICATION

PLEASE NOTE: School Leaders will use the criteria below **(those emboldened)** to shortlist. Only those applicants who demonstrate that they meet those criteria (to the Governors/Directors satisfaction) will be invited to interview.

	<b>Selection Criteria Essential</b>	<b>Selection Criteria Desirable</b>	<b>How Assessed</b>
<b>Education &amp; Qualifications</b>	NVQ 3 for Teaching Assistants or equivalent qualification	Current Team-teach qualification	AF / I
	Literacy and Numeracy skills sufficient to carry out the duties of the role		AF / I
	Training in relevant learning strategies e.g. literacy/ Key Stage 3 and/or training in a particular curriculum or learning area e.g. bilingual, sign language, dyslexia, ICT, maths, English, CACHE etc.		AF / I
			AF / I
<b>Experience</b>	Experience of supporting students who present with SEMH	Current or recent experience of successfully dealing with frequent physical interventions	AF / I
	Experience of producing detailed assessments and analysis of students' behaviour		AF / I
	Experience of successfully implementing interventions in supporting social, emotional and behavioural needs		AF / I
	Experience of preparing/contributing to learning resources to support learning programmes		AF/I
	Experience of effectively using ICT and other technology and resolving straightforward problems in their operation		AF/I
<b>Skills &amp; Abilities</b>	Interpersonal skills to build effective working relationships with students and colleagues		AF / I
	Communication skills to liaise sensitively and effectively with parents and carers		AF / I

	<p>Creative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives</p> <p>To promote a positive ethos and good role model</p> <p>Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these</p> <p>To continually improve own practice/knowledge through self-evaluation and learning from others</p>		<p>AF / I</p> <p>AF/I</p> <p>AF / I</p> <p>AF/I</p>
<b>Knowledge</b>	<p>Knowledge of relevant policies/codes of practice/ and awareness of relevant legislation regarding SEND and the responsibilities of the role within these for promoting students' welfare</p> <p>Knowledge of national curriculum and other relevant learning programmes/strategies</p> <p>Understanding of the principles of child development and learning processes</p> <p>Understanding of equal opportunities and inclusion and how it applies in a school setting</p> <p>Understanding of how safeguarding and confidentiality are important when working with children and young people</p>		<p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF/I</p>
<b>Work circumstances</b>	<p>To work flexibly as the workload and needs of the students demand</p> <p>To travel and work at other site within the New Bridge Group as may be required</p> <p>Occasional out of hours working to support school functions</p>		<p>I</p> <p>I</p> <p>I</p>

*Abbreviations:* AF = Application Form; I = Interview.

**Any candidate with a disability who meets the essential criteria will be invited to interview**