



Hugh Sexey Church of England Middle School

Job Description

Post Title:	Pastoral Support Assistant
Name:	
Job Purpose:	To work as part of the school's pastoral team to promote positive relationships, behaviour, wellbeing, belonging and personal development, helping pupils to engage successfully with school and learning. The Pastoral Support Assistant will provide proactive, relational support to pupils, helping them to develop positive friendships and social behaviours, resolve difficulties, make positive choices and successfully re-engage with learning following periods of difficulty. The postholder will work closely with the Assistant Headteacher (Pastoral), Heads of Year, teaching staff and families to promote high expectations for behaviour and relationships and ensure that pupils experience consistent, supportive and proportionate responses.
Responsible to:	Assistant Headteacher (Pastoral)
Responsibilities and Duties:	Positive Relationships and Personal Development • Develop positive, professional and trusted relationships with pupils, modelling the school's expectations and values. • Promote positive relationships between pupils and support the development of appropriate friendship, communication and social skills. • Support pupils to resolve friendship difficulties, disagreements and social concerns through appropriate mediation and restorative approaches. • Help pupils reflect on their choices, understand their impact on others and develop more positive strategies for managing future situations. • Actively promote and uphold the school's values, appropriately challenging racism, discrimination, misogyny, prejudice and other language or behaviour that falls short of the school's expectations for respect, dignity and positive relationships. • Promote pupils' confidence, resilience, independence, sense of belonging and successful participation in school life. • Recognise, praise and reinforce positive behaviour, relationships, effort and personal development. • Contribute to appropriate individual and small-group work that supports pupils' personal, social and emotional development. • Engage and work collaboratively with appropriate external partners and community organisations that support pupils' personal development, positive relationships and wellbeing, including, for example, PCSOs and relevant inclusion, youth and community organisations. • Support the coordination and delivery of appropriate external workshops, interventions or activities that strengthen positive relationships, personal development, safety, belonging and respectful behaviour.



- Actively support pupil leadership initiatives and the wider House programme, providing practical and administrative support for pupil-led activities, House events and opportunities that promote participation, belonging and positive contribution to school life.

Behaviour Support and Re-engagement

- Provide timely support to pupils experiencing behavioural, emotional or social difficulties during the school day.
- Respond to behaviour incidents in accordance with the school's Positive Relationships and Behaviour Policy and agreed procedures.
- Support pupils to regulate, reflect and successfully re-engage with learning following incidents or periods of difficulty.
- Encourage pupils to take responsibility for their behaviour and understand the relationship between choices, consequences, repair and successful participation in school.
- Facilitate appropriate restorative and reintegration conversations between pupils and, where appropriate, staff.
- Work proactively with pupils where patterns of behaviour or disengagement are emerging, helping to identify barriers and strategies for improvement.
- Support the implementation of agreed individual behaviour and support plans, strategies and reasonable adjustments.
- Maintain high expectations for behaviour while recognising and responding appropriately to individual needs and circumstances.

Supporting Heads of Year and the Wider Pastoral Team

- Work closely with Heads of Year to promote positive behaviour, relationships, wellbeing, attendance and engagement within each year group.
- Support Heads of Year in responding to emerging pupil concerns and delivering agreed interventions.
- Work directly with Heads of Year to document, monitor and track the pastoral welfare of identified pupils, ensuring concerns, actions, support and outcomes are appropriately recorded and reviewed.
- Contribute to the implementation of the school's graduated response to behaviour, providing appropriate support and intervention at different stages.
- Support the collation, analysis and dissemination of behaviour data and the preparation of behaviour reports for tutors, Heads of Year and pastoral leaders, helping colleagues to identify patterns, monitor progress and inform appropriate responses.
- Provide administrative and organisational support to the Assistant Headteacher (Pastoral) in the planning, coordination and delivery of whole-school pastoral, behaviour, relationships and personal-development initiatives.
- Share relevant information promptly and professionally with the Assistant Headteacher (Pastoral), Heads of Year and other appropriate staff.
- Contribute to pupil-support meetings, reviews and planning where appropriate.
- Support the consistent implementation of school expectations, routines and agreed approaches across the school.

Pupil Voice and Belonging

- Actively seek and listen to pupil voice, ensuring pupils feel heard, understood and able to contribute constructively to school life.



	• Gather and respond appropriately to pupil feedback about relationships, behaviour, wellbeing, belonging and their experience of school. • Identify emerging themes or concerns from pupil voice and communicate these to the Assistant Headteacher (Pastoral) and relevant colleagues. • Support activities and approaches that strengthen pupils' sense of belonging, connection and positive participation in the school community. • Encourage vulnerable or less-confident pupils to participate in the wider curriculum and life of the school, helping to identify and reduce barriers where appropriate. Communication with Families • Develop positive and professional relationships with parents and carers. • Communicate effectively with families regarding relevant behaviour, relationships, wellbeing and engagement matters in accordance with agreed school procedures. • Share positive feedback and successes with families as well as communicating appropriately when concerns arise. • Work constructively with families to reinforce agreed expectations and strategies and support consistency between home and school. • Ensure significant concerns or information received from families are communicated promptly to the appropriate member of staff. Recording, Monitoring and Safeguarding • Maintain accurate, objective and timely records of significant social, relationship and behaviour incidents, including actions taken, interventions provided and outcomes or resolutions. • Maintain accurate, current and appropriately organised digital pastoral records and pupil files, ensuring relevant information and documentation are stored securely and are accessible to authorised staff in accordance with school and Trust procedures. • Maintain appropriate records of significant pupil conversations and communication with families in accordance with school procedures. • Contribute to the monitoring and review of pupils receiving additional behaviour or wellbeing support, identifying progress, emerging patterns or areas requiring further intervention. • Communicate relevant information effectively with colleagues while maintaining appropriate confidentiality. • Remain alert to safeguarding and welfare concerns arising through work with pupils and families and report these promptly in accordance with the school's safeguarding procedures.
Liaising with:	The postholder will work closely with the Assistant Headteacher (Pastoral), Heads of Year, Family & Safeguarding Assistant, safeguarding team, SENCO and SEND team, teaching and support staff, pupils, parents and carers, and relevant external and community partners..
Hours of Work:	32 hours per week , Term Time Only
Grade and Range of Post:	Grade 12 Pt 12
Disclosure Level:	This post is subject to an enhanced DBS disclosure.



Supporting Processes	The postholder will: • Place the safeguarding and welfare of children at the centre of their work. • Contribute positively to the inclusive Christian ethos and values of the school. • Model calm, respectful and positive relationships with pupils and adults. • Maintain appropriate professional boundaries and confidentiality. • Undertake relevant behaviour, relationships, wellbeing, safeguarding and personal-development training and maintain appropriate professional knowledge. • Work flexibly within the scope of the role to respond to emerging pupil needs. • Undertake other duties reasonably associated with the purpose and level of the post, as directed by the Assistant Headteacher (Pastoral) or Headteacher.
Safeguarding:	The School and Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

Health & Safety

You are required to be aware of and comply with the school's Health and Safety policy at all times and act proactively in matters relating to health and safety. To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policy and any school-specific procedures / rules that apply to this role.

Confidentiality

During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of Hugh Sexey Church of England Middle School or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

Data Protection

During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of GDPR.

Safeguarding Children

In accordance with the school's commitment to follow and adhere to the Department for Education guidance entitled "Keeping Children Safe in Education" (September 2018) and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the School. You are required to have satisfactory Enhanced DBS clearance.

In Addition

Whilst every effort has been made to explain the main duties and responsibilities of the post, not all individual tasks undertaken will necessarily have been identified. Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar nature that is not specified in this job description.

- Ensure that the aims, priorities and policies of the school and Trust are adhered to
- Act as a positive representative and advocate of the school and Trust in all circumstances and at all times



The Wessex Learning Trust is committed to safeguarding and promoting the welfare of children and young people and all staff

working with these groups are expected to share a commitment to this. You will be expected to report any concerns relating to the safeguarding of children and/or young people in accordance with agreed procedures. If your own conduct in relation to the safeguarding of children or young people gives cause for concern, the Trust agreed child protection procedures will be followed alongside implementation of the Academy disciplinary procedures.

Signed by post holder

Dated

Signed by Headteacher

Dated



Hugh Sexey Church of England Middle School

Person Specification

JOB TITLE	GRADE
PASTORAL SUPPORT ASSISTANT	Garde 12 Pt 12

NOTE TO APPLICANTS:

Whilst all points on the specification are important, those marked 'E' are the key requirements. You should pay particular attention to these points and provide evidence of meeting them. Failure to do so may mean that you will not be invited to interview.

	Necessary requirements	Essential or Desirable?
Qualifications and Training	A good standard of general education, including literacy and numeracy skills sufficient to communicate effectively and maintain accurate professional records.	E
	Willingness to undertake relevant training in safeguarding, behaviour, relationships, wellbeing and personal development.	E
	Commitment to ongoing professional development relevant to the role.	E
	Relevant qualification or training in education, pastoral support, youth work, behaviour, wellbeing, counselling, mentoring or a related field.	D
	Training in restorative approaches, emotional regulation, behaviour support or supporting young people's social and emotional development.	D
	Current safeguarding training relevant to work with children and young people.	D
Knowledge and Experience	Experience of working effectively with children or young people.	E
	An understanding of the factors that can affect pupils' behaviour, relationships, wellbeing and engagement with learning	E
	An understanding of the importance of positive relationships, clear boundaries, high expectations and consistency in supporting pupils.	E
	Experience of working collaboratively and contributing effectively as part of a team	E
	Experience of working in a school, education, youth or similar child-focused setting.	D
	Experience of supporting children or young people experiencing behavioural, social or emotional difficulties.	D
	Experience of restorative approaches, mediation or supporting the resolution of peer and friendship difficulties	D
	Experience of communicating and working constructively with parents and carers.	D
Skills & Abilities	Excellent interpersonal and communication skills, with the ability to build positive and appropriately boundaried relationships with pupils and work professionally with families, colleagues and other professionals.	E
	Ability to remain calm and exercise sound judgement when responding to challenging behaviour, conflict or emotionally heightened situations	E



	Ability to support pupils to reflect on behaviour and relationships, resolve difficulties and successfully re-engage with learning	E
	Ability to maintain high expectations and appropriately challenge behaviour, language or attitudes that fall short of the school's values.	E
	Strong organisational and written communication skills, including the ability to maintain accurate, objective and confidential digital records and contribute to behaviour reports and information sharing.	E
	Ability to work effectively as part of a team, use initiative within the scope of the role and recognise when concerns need to be referred or escalated	E
Personal qualities	Be warm, approachable, calm, patient, fair and consistent.	E
	Demonstrate empathy and curiosity about the reasons underlying pupils' behaviour without lowering expectations for appropriate conduct	E
	Be confident in addressing difficult behaviour and conversations respectfully and constructively.	E
	Be organised, reliable and conscientious in following through agreed actions	E
	Demonstrate discretion and respect for confidentiality.	E
	Be proactive, reflective and willing to learn and develop	E
	Demonstrate a commitment to equality, dignity and the inclusion of all pupils.	E
	Actively support the school's Christian ethos and values and model respectful, positive relationships.	E
Safeguarding	A clear commitment to safeguarding and promoting the welfare of children and an understanding that safeguarding is the responsibility of all staff.	E
	Ability to recognise, record and report potential safeguarding or welfare concerns appropriately and in accordance with school procedures.	E
	Suitability to work with children and young people and willingness to undertake all required safer recruitment checks.	E