

JOB PROFILE

Department:

PUPIL SUPPORT

Job title:

PUPIL SUPPORT ASSISTANT

Reports to:

HEAD OF BEHAVIOUR & INCLUSION

Responsible for:

N/A

Hours of work: 36 hours per week term-time only

Salary Scale: Scale R2-3, Range 7-18

£17,146.53 - £20,030.06 per annum Term Time Only. (FTE £20,024 - £23,625 per annum)

Job Purpose:

1. To assist in providing a complementary service that enhances existing provision in order to facilitate learning, reduce barriers to learning, improve attainment, educational outcomes and promote self-confidence and the emotional well-being of pupils.
2. To assist in promoting and support education staff deliver learning pathways for pupils to encourage engagement in learning.
3. To assist in contributing to school wide knowledge and skills in behaviour management.

Job Description

Key Accountabilities:

1. To assist in operating within agreed professional, ethical and school policies when working with pupils and those involved with them.
2. To assist the pupil Support team in encouraging and supporting other staff in MAPA and how to deal with difficult behaviours, enabling them to have increased confidence in coming up with strategies to cope with such behaviours.
3. Helping pupils to overcome a crisis and deal with the consequences.
4. To keep up to date with current behaviour initiatives and government requirements.
5. Work with a high degree of autonomy, making decisions and recommendations independently in light of information sought and research carried out.

Main Duties and Activities:

1. To assist in supporting a whole school approach to behaviour management, keeping under review skill sets, competencies, systems and effectiveness of methodologies to optimise outcomes for all pupils.
2. To assist in ensuring the restraint and incident forms and log books are completed correctly as appropriate to each incident and that any actions are followed through, monitoring these for report to the other pastoral team members.
3. To assist in co-ordinating and supporting staff to accurately record information regarding incidents on the Sleuth Reporting System .
4. Be part of the Pupil Support Team and assist in monitoring/analysing the patterns of behaviour to ensure the effectiveness of the behaviour strategies adopted by the school discussing incidents as appropriate.
5. To work with individuals and small groups in order to promote the emotional well-being of pupils identified as having or at risk of developing behavioural difficulties.
6. To work proactively with new pupils assisting in a successful transfer and transition to Brantridge School.
7. To assist in overseeing all restraint and incident reports in the school's MIS application, written during the school day and to deliver post intervention sessions to staff and pupils at school.
8. To assist in identifying early signs of disengagement and contribute to specific interventions to encourage re-engagement.
9. To develop and maintain effective and supportive relations with pupils and those engaged with them.
10. To assist in the development, implementation, review and evaluation of behavioural improvement and support plans.
11. To assist in devising, implementing and evaluating, monitoring systems for identified areas of specific intervention.
12. To contribute to the identification and sharing of good practice.
13. To provide advice, data information and resources to internal professionals in order to assist them in managing individual and group behaviour.
14. To contribute to the development of policies and practices which will promote engagement and educational achievement.
15. To attend staff meetings as appropriate.

Decision Making

1. Interpretation of restraint and incident data and analysis of patterns of behaviour.
2. Making decisions to interpret best practice found elsewhere in light of this school's needs and make recommendations to the Behaviour Lead.

OTHER DUTIES

- To promote Equality and Diversity in all aspects of work
- To co-operate with the promotion and maintenance of a safe and healthy working environment and own health and safety
- To promote and consistently exemplify both internally and externally the values and behaviours of OHCAT.
- To carry out all duties in accordance with OHCAT's policies and procedures
- To carry out other such similar duties that may be reasonably required by Principal and Regional Lead SAS HUB.

Main contacts and reason for the contact

Teachers, Learning Mentors, Teaching Assistants and Therapists – to assist in individual behaviour plans and liaison regarding work experience and engagement curriculum

Other staff – to work as part of a team with other staff to keep them informed of areas of concern and pupil needs .

Person Specification	
Criteria	
<i>Key - Essential = E; Desirable = D; Assessed by Interview = I; Assessed by Application Form = A Assessed by Certificates = C; Assessed by References = R</i>	
Qualifications and Training	
<ul style="list-style-type: none"> GCSE English or equivalent. GCSE Maths or equivalent. NVQ2 in learning support or similar. First aid training. Specialist accredited training such as dealing with autism, signing, language development, Specific Learning Difficulties (SpLD)/Dyslexia and others. 	(D, A) (D, A) (D, A) (D, A) (D, A)
Knowledge and Experience	
<ul style="list-style-type: none"> Experience of dealing in developing positive relationships with children and young people. Ability to work collaboratively as part of a multi-disciplinary team and independently. Coaching/working with others to learn skills or knowledge in a formal or informal setting. Experience of supporting pupils with special needs to encourage independence. Experience of working in a school setting. High level of emotional intelligence and motivating teams and individuals. Understanding and knowledge of current issues in special education and care. Raising standards and monitoring success in a special school. Working in a multi-disciplinary team with education and therapy staff for the benefit of pupils. Understanding the role of therapeutic intervention within school. Knowledge of speech and language difficulties. Experience of working with Autism, Specific Learning Difficulties and pupils with challenging behavior. Experience of working with pupils from a variety of cultural backgrounds. .(D, A) Working with parents. 	(E, I) (E,A, I) (D, I) (D, A) (D, A) (D, I) (E, I) (D, I) (E, I) (D, I) (D, I) (D, A) (E, A)
Skills and Abilities	
<ul style="list-style-type: none"> Good organisation/prioritisation skills Good verbal and written communication. Can demonstrate a specialist skill to support a technical area or work with pupils who have specific difficulties. Knowledge of school practices and policies for supporting pupils, in particular SEN. Ability to manage oneself and develop the role so that it contributes effectively to the work of the teacher and raises standards of attainment of pupils. Good decision making based on evidence and ability to make dynamic risk assessments. Effective time management and organisation skills. Practical and theoretical knowledge of behavioural management. Can demonstrate ability to relate well to parents, social workers, and others. Conflict management skills. Experience of contributing to inspections. Competence with ICT. Ability to promote the positive image of the school. Ability to work sensitively with a variety of people. 	(E, I) (E, I) (D, I) (D,A) (D, A, I) (E, I, R) (E, A, , I, R) (E, I, R) (E, I, R) (D, I/R) (E, I/A) (D, I/A) (E, I) (E, I)
Personal Attributes	

<ul style="list-style-type: none"> • To want to make a difference to the lives of children and young people with special needs. • Enthusiasm and initiative. • A calm, confident and resilient approach. • A good sense of humour. • Empathy with children. • Self-motivated, and a motivator for others. • A range of interests outside of education. • Team player. • Inclusive and respectful. • Be enthusiastic and have the energy for working in a special school. • Excellent health and attendance record. • Be committed to equal opportunities. • Ability to combine effectiveness with humour, friendliness and warmth. • Support the mission, vision and values of the school. • Genuine commitment to the ethos and work at Brantridge School. 	<ul style="list-style-type: none"> (E, I) (E, I) (E, I) (E, I) (E, I) (E, I) (D, I) (E, I) (E, I) (E, I) (E, I) (E, I, R) (E, I) (E, I)
--	---

This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the post-holder will perform. The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.

Updated: September 2020