

Hadrian Learning Trust  
**JOB DESCRIPTION**

<b>Post Title:</b> Intervention and Pastoral Support Assistant	<b>Director/Service/Sector:</b> Children's Services		<b>Office Use</b>
<b>Band:</b> 4	<b>Workplace:</b> HMS and QEHS		JE ref: Derived from SG19
<b>Responsible to:</b> Deputy Headteacher	<b>Date:</b> October 2020	<b>Manager Level:</b>	HRMS ref:
<b>Job Purpose:</b> To work under an agreed system of supervision and take a lead role within school to address the needs of identified pupils who need particular help to overcome barriers to learning.			
<b>Resources</b>	Staff		
	Finance	Not Applicable	
	Physical	Shared responsibility for classroom equipment and materials.	
	Clients	Relevant school pupils.	
<b>Duties and key result areas:</b>			
<b>Support for Pupils</b>			
<ol style="list-style-type: none"> <li>1. Use specialist skills, training, or experience to support pupils' learning by working in small groups or 1:1.</li> <li>2. Plan and deliver lessons for regular intervention groups (6-18 pupils at any one time) and same day intervention to improve literacy/numeracy, adapting and collating resources to ensure pupils are able to make progress.</li> <li>3. Coordinate the timetable of regular interventions ensuring pupils continue to receive a board range of curriculum subjects.</li> <li>4. Receive and supervise pupils not working to a normal timetable. Maintain good order and keep students on task in the work area. Support with pupils excluded from, or otherwise not working to, a normal timetable.</li> <li>5. Deliver lessons to groups of learners or classes, applying a range of teaching and learning strategies and demonstrating the positive values, attitudes and behaviour expected from learners.</li> <li>6. Establish productive relationships with pupils, acting as a role model and responding to the needs of each individual child, acting as a role model and setting high expectations.</li> <li>7. To actively promote inclusive practice within the classroom setting to ensure acceptance of all children.</li> <li>8. Encourage young people/children to appropriately interact with one another.</li> <li>9. Support pupils consistently whilst recognising and responding to their individual needs.</li> <li>10. To have challenging expectations that encourages children to act independently and build self-esteem.</li> <li>11. Establish a purposeful and safe learning environment and manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline and a supportive culture in line with the behaviour policy</li> </ol>			

12. Assess pupils' progress and provide feedback in relation to progress and achievement.
13. Liaise with the pastoral team incl. the associate assistant Headteacher and pastoral leaders to support pupils with behaviour needs.
14. To liaise with parents where appropriate.
15. Provide support for pupils with special educational needs
16. Provide pastoral support for pupils.

### **Support for the Teacher**

1. Support the implementation and monitoring of behaviour support plans, where applicable.
2. Within an agreed system of supervision, plan challenging teaching and learning objectives and evaluate and adjust learning plans as appropriate.
3. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against agreed, pre-determined, learning objectives.
4. Provide the teacher with accurate and objective feedback on pupil progress and other matters, ensuring the availability of supporting evidence.
5. Identify areas for pupil development and discuss with head of department/ pastoral leader/ SENDCo.
6. Manage the maintenance of pupils' records and accurately record achievement.
7. Support the teacher in the management of pupil behaviour.
8. Occasionally cover lessons for the curriculum leaders in English and maths.
9. Provide administrative support to the Deputy Headteacher in preparation for and during SATs including organising staff support, classroom usage and equipment.
10. Attend team meetings within the English & Maths departments, where applicable, and other meetings as necessary to perform the remit of this post.
11. Work closely with the Assistant SENDCo on implementation of SEND policies where applicable and the agreeing and administering of special exam arrangements.
12. Work with staff on trialling and potentially implementing literacy and numeracy support programmes.

### **Support for the Curriculum**

1. Implement learning activities to pupils within an agreed framework of supervision, adjusting activities to meet pupil needs.

2. Help pupils access learning activities through specialist support.
3. Advise on appropriate deployment and use of specialist equipment or resources

**Support for the School**

1. Comply with all school policies, including those relating to:
  - Health and Safety
  - Equal Opportunities
  - Child Protection
  - Confidentiality and data protection.
2. Work in such as to promote the ethos and vision of the school.
3. Participate in training and development – including training on intervention strategies, using findings to improve and develop in-school approaches - and activities that contribute to the management of performance.
4. Assist with the management of pupils outside the classroom e.g. lunch times and outside the school e.g. school trips as directed by the class teacher and member of the school's management.
5. Attend and participate in regular meetings
6. Assist in the development multi agency contacts to support the learning and development of children.
7. To undertake other duties and responsibilities as required commensurate with the grade of the post.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

**Work Arrangements**

Transport requirements: Working patterns: Working conditions:	
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Northumberland County Council  
**PERSON SPECIFICATION**

<b>Post Title:</b> Senior Learning and Pastoral Support Assistant	<b>Director/Service/Sector:</b> Children's Services	<b>Ref:</b> SG19
<b>Essential</b>	<b>Desirable</b>	<b>Assess by</b>
<b>Knowledge and Qualifications</b>		
<p>Very good numeracy and literacy skills (Level 2);</p> <p>NVQ 3 for teaching Assistants or equivalent qualifications (NNEB)</p> <p>Participated in relevant training related to various national strategies e.g. literacy and numeracy</p>	<p>HSAW First Aid Certificate or equivalent;</p> <p>Teaching qualification.</p>	<p>(a), (i)</p> <p>(t)</p>
<b>Experience</b>		
<p>Working with children of the relevant age</p> <p>Working with children with SEND/additional needs including behavioural difficulties.</p> <p>Basic clerical skills</p> <p>Working with children with additional needs</p>	<p>Supervising small groups of children</p> <p>Counselling skills</p> <p>Experience of managing / working with SEND support staff.</p>	<p>(a), (i)</p>
<b>Skills and competencies</b>		
<p>Ability to relate well to young people and adults.</p> <p>Effective ICT skills and 3 years experience of using ICT in a learning environment</p> <p>Ability to use other types of learning technology:</p> <ul style="list-style-type: none"> <li>• Photocopying</li> <li>• Whiteboards</li> <li>• CD ROM</li> <li>• Video</li> </ul> <p>Understanding of codes of practice and recent relevant education issues;</p>		<p>(a), (r)</p> <p>(i)</p>

<p>Good understanding of the principles of child development and the learning process</p> <p>Can work as a member of a team, understanding their role in the classroom and associated responsibilities.</p>		
<b>Physical, mental and emotional demands</b>		
<p>Can demonstrate emotional resilience.</p> <p>Self-motivation.</p>		
<b>Other</b>		
<p>Willingness to participate in training and personal development.</p>		

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits