

## THOMAS ALLEYNE'S HIGH SCHOOL

### Job description for Student Support Assistant

Job No	Post Title	Grade	JE Pts	Date
C1086	Student Support Assistant	Grade 5	NJC 433	September 2021

#### Statement of Purpose

To work with the pastoral team to support student behaviour, progress and welfare both inside and outside the classroom, and to assist with pastoral administration.

#### Support to Pupils

To follow through complaints about student behaviour. This includes:

- Removing students from lessons where appropriate.
- Interviewing students to determine the details of the incident and ensuring that the incident is recorded in line with the school's Behaviour Management Policy.
- Administering the appropriate discipline in consultation with the head of house
- Under the direction of the head of house following up the incident by informing the student of the action to be taken when appropriate.

To develop a caseload of students. This will involve:

- Counselling/mentoring.
- Supporting individual students with their work in the classroom in a range of subjects.
- Out of class support, supervising students in carrying out their work.
- Liaison with parents.
- Liaison with external agencies/providers.
- Behaviour management.
- Being available at student breaks and lunch times for students to talk to and report any issues they may have. To deal with these issues promptly, keeping relevant members of the pastoral team informed of such issues.

## **Support to Administration**

To assist the pastoral team in the routine administration of the KS3 and 4 pastoral team:

- Liaison with parents and carers
- Liaison with external agencies/providers, e.g. EWO, the police, CPSOs, social services, school nurses etc.
- To co-ordinate the distribution of information as applicable about school activities, schemes and requirements via the tutor team.
- To attend appropriate meetings
- Recording of pastoral data e.g. incidents of bullying
- Working under the direction of the head of house to coordinate and administer student involvement in alternative curriculum programmes

## **Support to Organisation**

- To monitor lateness by patrolling at the start of the morning and afternoon sessions.
- To administer and supervise detentions for regular late attendance and uniform infringements
- Undertake a cross house responsibility.

## **Support to School**

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Comply and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.

“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”

**THOMAS ALLEYNE'S HIGH SCHOOL**  
**PERSON SPECIFICATION FOR STUDENT SUPPORT ASSISTANT**  
**LEVEL 3**

<b>Essential Criteria</b>	<b>Measured By</b>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Experience of working in an education setting committed to the inclusion agenda.</li> <li>• Experience of working with pupils demonstrating challenging behaviours.</li> </ul>	Application form and Interview
<p><b>Qualifications/Training</b></p> <ul style="list-style-type: none"> <li>• NVQ 3 Learning &amp; Development support services for children, young people and those who care for them or equivalent qualification, or experience in a relevant discipline.</li> </ul>	Interview
<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these.</li> <li>• Ability to relate well to children and to adults.</li> <li>• Very good ICT and record keeping skills.</li> <li>• Very good numeracy/literacy skills.</li> <li>• Full working knowledge of relevant policies/codes of practice and awareness of legislation.</li> <li>• Excellent interpersonal skills.</li> <li>• Good communication skills.</li> <li>• Good organising, planning and prioritising skills.</li> <li>• Methodical with a good attention to detail.</li> </ul>	Application form and Interview.
<b>Behavioural Attributes</b>	

<ul style="list-style-type: none"> <li>• Customer focused.</li> <li>• Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.</li> <li>• Open, honest and an active listener.</li> <li>• Takes responsibility and accountability.</li> <li>• Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.</li> <li>• Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.</li> <li>• Is committed to the provision and improvement of quality service provision.</li> <li>• Is adaptable to change/embraces and welcomes change.</li> <li>• Acts with pace and urgency being energetic, enthusiastic and decisive.</li> <li>• Communicate effectively.</li> <li>• Has the ability to learn from experiences and challenges.</li> <li>• Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.</li> </ul>	<p>Application form and Interview.</p>
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**Note**

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated, these will include:

- **Motivation to work with children and young people.**
- **Ability to form and maintain appropriate relationships and personal boundaries with children and young people.**
- **Emotional resilience in working with challenging behaviours.**
- **Attitudes to use of authority and maintaining discipline.**

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