

Job Description & Person Specification

Job Title:	Pastoral Interventions Practitioner (PIP)
Service / Provision:	Churchward School
Job Family:	Support Staff
Line Manager:	Headteacher (HT) or any delegated person
Salary Grade	B Grade 1 - 5
Annex	Please ensure you refer to Annex 1 with this job description

Key accountabilities, duties and responsibilities

Area of expertise

- Deliver, record, monitor and review pastoral interventions throughout the school.
- Provide early help and safeguarding support to identified students, attending meetings and writing reports as appropriate.
- Ensure adequate staff supervision is in place in identified areas including lunchtime clubs and activities.
- Provide additional support in identified classes as appropriate.
- Promote clear communication between wings, pastoral team and mental Health First aiders.
- Support the pastoral interventions coordinator in analysing pastoral data to identify individual and class patterns where additional support may be required.
- Provide additional support to raise student attendance.
- To train staff in a range of strategies that enable the emotional regulation and social interaction of students.
- Support staff to maintain accurate records relating to behaviour, safeguarding and pastoral support.
- To support the development of the Thrive approach as a licensed practitioner.

General

Support for Students

- Support student participation in learning activities and modify methods if appropriate
- Provide written and verbal feedback on student responses to learning activities
- Supervise and provide specific support for students, ensuring their safety and access to all learning activities
- Establish constructive relationships with students and interact with them appropriately
- Promote the inclusion and acceptance of all students ensuring motivation and engagement
- Encourage students to interact with others and engage in activities led by the teacher
- Set challenging but reasonable expectations aimed at promoting self-esteem and independence
- Assist in the provision of feedback to students in relation to progress and achievement
- Assist with the development and implementation of Individual Plans
- Encourage all students to show respect for each other, employees and visitors

- Support students in recognising, developing and celebrating their skills, talents and achievements
- Promote acceptable conduct by encouraging them to take responsibility for their own behaviour
- Assist with the supervision of students out of lesson times, including before and after school and at lunch/break time
- Deal promptly with conflict and incidents in accordance with policies and procedures

Support for Teachers

- Liaise with teaching staff to ensure interventions are in place enabling students to maximise their achievement and progress
- Assist teaching staff with evaluation of student progress
- Assist the teaching staff in implementing the advice provided by specialists
- Support the administrative work required for SEND management
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans
- Assist with the display of students' work through the use of ICT and non-ICT means
- Provide feedback to teachers on students' achievement, progress & areas of difficulty
- Monitor students' responses to learning activities and accurately record achievement/progress as requested
- Establish constructive relationships with parents/carers
- Assist with the planning of learning activities where appropriate

General responsibilities

- Assist in the development of excellent working relationships throughout the school
- Foster good relationships with external organisations that provide goods and services
- Take responsibility for Health and Safety of yourself and of others
- Commit to maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities and encourage and support staff in their development and training
- Undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job
- Carry out any other reasonable duties associated with the post

This job description is not exhaustive and the post holder may be required to perform duties other than those given in the job description. The job description reflects the

major tasks to be carried out by the jobholder and identifies the level of responsibility at which the jobholder will be required to work, as at the date on which the last review took place. It also serves to detail performance expectations, and will be used in monitoring effective performance.

The duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and would not themselves justify the re-valuation of a post however, this job description may be subject to review and / or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder, and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests.

Brunel Academies Trust CEO retains the right to implement changes to this job description to reflect changes in the demands of the post and this will be done in consultation with the post holder.

Sustainability Notice

We are committed to a sustainable future and to improving the social, economic, and environmental wellbeing of the community. We are dedicated to environmental improvements that foster a sustainable future and lead to social and economical improvements in the communities we operate within

Tasks/duties	Essential skills	Desirable skills
Qualifications and Training	<ul style="list-style-type: none"> • Proficient knowledge in literacy and numeracy • Be willing to undertake and implement training in the use of software and equipment • Be willing to undertake and implement training including PECS, TEACCH and Team Teach training 	<ul style="list-style-type: none"> • Accredited qualifications • Experience in using PECS, TEACCH and/or other approaches which support the SPELL framework
Knowledge & Experience	<ul style="list-style-type: none"> • Model professional communication with children/young people (CYP) and other adults • Ability to provide feedback on student participation and achievement • Be committed to supporting an individualised and flexible curriculum which promotes independence, flexibility of thought and sensory integration 	<ul style="list-style-type: none"> • Experience of working with CYP with Autistic Spectrum Disorder, including those who display challenging behaviour
Skills & Abilities	<ul style="list-style-type: none"> • Model professional communication with children/young people (CYP) and other adults • Be able to work as part of a team • Be prepared to follow the school behaviour policy and practice • Able to ensure CYP participation in relevant school visits • Be highly motivated • Be able to follow instruction and work independently 	<ul style="list-style-type: none"> • Be able to use initiative and be willing to suggest initiatives to others • Remain calm when dealing with challenging behaviour • Good ICT skills
Personal Qualities and Commitment	<ul style="list-style-type: none"> • Flexibility and adaptability • Aware of time pressures and the need for effective time management • Able to meet deadlines 	<ul style="list-style-type: none"> • Have a sense of humour • Organised