

SUPPORT STAFF
JOB DESCRIPTION

ROLE TITLE	Pupil Support Coordinator
GRADE / SCALE POINT – SALARY	Grade 4 Point 9-12
REPORTING TO	Headteacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

JOB PURPOSE

Under the direction of the Headteacher, the Pupil Support Coordinator will be part of the pastoral team that provides a complimentary service to the school, addressing the needs of children who require assistance in overcoming barriers (including challenging behaviour, anxiety and low self-esteem) to learning in order to achieve their full potential.

KEY TASKS & RESPONSIBILITIES

Support for students

- Establish good working relationships with students, acting as a role model
- Listening to and helping students resolve a range of issues that are creating barriers to learning
- Implementing strategies and supporting students in self-esteem and confidence building activities
- Setting up agreed action plans with students
- Provide information and advice to enable students to make choices about their own leaning behaviour
- Support students with specific behaviour management plans
- Contribute to the review of behaviour management plans with students and parents
- Work with students on an individual or group basis to contribute to more effective learning through improved behaviour and social skills
- Support students' access to learning taking account their ability and interests
- Receive and supervise students removed from the classroom or otherwise not working to the usual timetable and to use resources effectively and behaviour management techniques to support the student to return to learning
- Provide mediation sessions to resolve student issues and enable them to move forward
- To keep up to date information on the behaviour log for all students
- Provide support for extremely anxious or distressed students

Support for the parent

- Meeting parents to discuss issues and problems
- Making suggestions to parents and providing advice regarding useful strategies
- Running group sessions for parents in school
- Communicate with parents to facilitate effective support programmes for pupils

- Help keep parents and carers informed of their child's behaviour and build positive relationships with parents and carers

Support for the school

- Work to ensure the successful integration of students new to the school
- Support the assessment of students to determine those in need of particular help and support
- Undertake observations and keep records with regard to behaviour which inform planning and are communicated to staff
- Monitoring behaviour at key points of the day e.g. breaktime, lunchtime
- Ensuring there is continuity with regard to behaviour management across the school
- Attend and contribute to meetings if required by the headteacher
- Network with other agencies as appropriate
- Attend and participate in relevant training in order to keep up to date with possible sources of support and strategies for working with students
- Provide appropriate guidance and training to teaching and non-teaching staff with regards to behaviour management
- Provide support to colleagues devising strategies at appropriate times for the inclusion of students exhibiting challenging behaviours
- To be part of pastoral team and respond to "emergencies" offering support when required

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the line manager or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
KNOWLEDGE		
Technical or Specialist	<ul style="list-style-type: none"> • Experience of working with pupils with Autism and communication difficulties • Knowledge of strategies to improve behaviour • Evidence of effective behaviour management without confrontation • Contributing to plans which support student's behaviour management plans 	<ul style="list-style-type: none"> • Broad awareness and understanding of medical conditions such as asthma, epilepsy etc • Awareness of health and safety procedures • Experience of one to one support, where appropriate
Literacy and Numeracy	<ul style="list-style-type: none"> • Recognised competence in literacy and/or numeracy • Ability to read and understand school policies and procedures relevant to area of work • Ability to complete reports such as incident report form, behaviour log, progress report etc 	
Organisational		<ul style="list-style-type: none"> • Knowledge of school policies and procedures
Equipment / Materials	<ul style="list-style-type: none"> • Accurate keyboard skills. • Ability to use / operate general office equipment e.g. printers, photocopiers, binder, computers • Help students to use tools and equipment as required to support learning 	
Research	<ul style="list-style-type: none"> • Assist Headteacher with information gathering and resources as appropriate • Assist staff with information gathering and resources as appropriate 	
Problem Solving	<ul style="list-style-type: none"> • Ability to recognise and resolve or report problems 	
Creative Thinking	<ul style="list-style-type: none"> • When supervising / working with small groups of pupils the post holder must be able to adapt support given to pupils depending on age and/or ability 	

	<ul style="list-style-type: none"> • Assist teachers in creating a positive learning environment 	
Planning	<ul style="list-style-type: none"> • Ability to plan a range of activities to meet students' needs 	
Interpersonal and Communication	<ul style="list-style-type: none"> • Sensitivity to students' needs • Advising and guiding students on the best way to handle situations • Encouraging students to participate in or complete tasks • Ability to conciliate between students in disputes • Ability to communicate clearly • Ability to encourage participation and give feedback to students/parents • Ability to maintain appropriate level of confidentiality 	
Level of Autonomy	<ul style="list-style-type: none"> • Ability to make day-to-day decisions about own workload, within clear guidelines and procedures. • Ability to work with small groups of students when carrying out specific tasks or on field trips etc • Ability to make decisions on when to refer queries/problems e.g. Headteacher, DSL etc. 	