

PASTORAL LEARNING PARTNER

Grade:	D/3 and F/5 Please note this job description includes duties for both D grade and F grade Learning Partners. F grade requirements are included in red.
Responsible to:	Teachers/Middle Leaders/Phase Leaders
Liaises with:	Other staff as appropriate

Job purpose and Scope

To offer specific and specialist support to pupils in the delivery of therapeutic and pastoral education.

JOB DESCRIPTION

Main duties and responsibilities

D grade Requirements include:

Organisational relationships

- Responsible to the SENDCo but works to and with the pastoral lead, and the pastoral team on a day to day basis according to timetable
- With reference to the pastoral team, to liaise with teachers, other support staff, health and education specialists, parents, visitors and volunteers and appreciate/support their roles
- To maintain professional relationships with all staff

Main duties and responsibilities

- Assist the school Pastoral Team and school staff to implement pastoral interventions
- Plan and deliver appropriate pastoral programmes under the guidance of the pastoral team to meet the needs of individuals and groups of pupils
- Undertake and engage in activities including that of break and lunch times necessary to meet the pastoral needs of individual and groups of children
- Act as a mentor to pupils
- To assist the pastoral team to monitor and record pupil progression in relation to their short, medium and long term targets
- Support individual pupils using a range of de-escalation skills and where necessary physical intervention in schools (following training)
- Encourage pupils to interact with others and engage in activities led by teachers
- To help pupils develop resilience and independence, both learning in lessons and forming positive relationships with peers and staff

- Provide feedback to pupils in relation to progress and achievement under the direction and guidance of staff
- Under the guidance of the pastoral team, track the progress of pastoral interventions for individual or groups of pupils using the school's own tracking system and report to appropriate staff
- Set high expectations of conduct whilst acting as a role model
- Promote the inclusion and acceptance of all pupils within the classroom within the school's policies and procedures of equal opportunities
- Liaise with external agencies as and when needed

Support for teachers

- To work with the pastoral team to develop pastoral resources for individuals and or groups of pupils
- To attend pastoral group meetings and any related subject-based CPD
- To communicate consistently, openly and frequently with relevant parties in helping pupils to progress educationally towards their targets

Support for the curriculum

- In liaison with the pastoral team, plan and deliver pastoral programmes Undertake structured and agreed pastoral/learning activities programmes, adjusting activities according to pupil responses, recording achievement and progress and feeding back to appropriate staff
- In liaison with the pastoral team, lead pastoral intervention programmes directly linked to pupil plans including that of support at break and lunch times

F Grade Requirements include all of the above and the following:

- TBC

PERSON SPECIFICATION

ESSENTIAL	DESIRABLE
QUALIFICATIONS AND TRAINING	
<ul style="list-style-type: none"> Good standard of Literacy and Numeracy Appropriate qualification at NVQ Level 2 or equivalent (D grade) Willingness to develop further 	<ul style="list-style-type: none"> Appropriate qualification at NVQ Level 3 or equivalent Evidence of continued professional development Paediatric Level 3 First Aid qualification
EXPERIENCE	
<ul style="list-style-type: none"> Working as part of a team To be able to communicate effectively at all levels Good knowledge of Primary Curriculum and its application Successful work experience in a relevant environment/setting Knowledge of safeguarding and keeping children safe Working with children with Special Educational Needs and knowledge of code of practice for SEN Able to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes Able to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupils to stay on task Able to carry out and report on systematic observations of pupils' knowledge, understanding and skills Able to assist in the recording of lessons and assessment as required by the teacher Able to offer constructive feedback to pupils to reinforce self-esteem Ability to motivate and encourage pupils Ability to adapt learning to meet the needs of individual pupils with additional needs Ability to identify and prepare appropriate resources under the direction of the class teacher 	<ul style="list-style-type: none"> Experience of working with children with speech and language difficulties. Using Information Technology to support pupils Strategies for the more able Knowledge and understanding of the EYFS Awareness of the expectations at the end of each Key Stage. Makaton
SKILLS AND ABILITIES	
<ul style="list-style-type: none"> Discretion and confidentiality Ability to work to own initiative Willingness to partake in further training. Flexible and adaptable. High expectations. Be reliable and have excellent organisational and time management skills Ability to work flexibly as part of a team To be friendly, approachable Able to follow plans Able to foster good relationships with parents/carers 	

Able to establish positive relationships with pupils and empathise with their needs

EMPLOYEE EXPECTATIONS

- Maintain the school's vision 'Confident People Shining' and the values that underpin it.
- Must be aware of and comply with policies and procedures relating to Safeguarding and Child Protection, General Data Protection Regulations and confidentiality reporting all concerns to an appropriate person
- Must carry out all duties in accordance with the school's Health and Safety Policy
- Adhere to the School's Code of Conduct and Staff Handbook.
- To assist in the promotion of the school to different members and audiences and raising the school profile in the local community.
- Participate in training and other learning activities required and to participate in appraisal and professional development
- To contribute to the professional development of other support staff
- Undertake other similar duties and activities that fall within the grade and role as other duties may be reasonably required by the Head Teacher
- To maintain professional relationships with all staff
- The school undertakes to provide an annual system of Performance Management.

By providing your signature below you are agreeing to uphold the standards in this document relating to job description, person specification and employee expectations:

Signed	
Name	
Date	