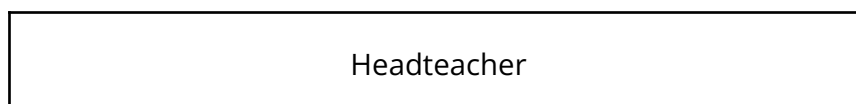




Academy:	Moorhouse Academy
Section:	Associate Staff
Location:	Moorhouse Academy, Crossley St, Milnrow, Rochdale OL16 4DR
Job Title:	Pastoral TA Level 3
Grade/Range/Salary:	Grade 4 - 5
Responsible to:	Headteacher
Responsible for:	As directed by the Headteacher / Deputy Headteacher
Hours of Duty:	33.75 hours a week 8:30 – 3:45 (with 30 minutes for lunch)
Special Conditions of Service:	• All posts require enhanced DBS clearance prior to appointment. • Requirement to undertake First Aid Training and provide first aid cover as necessary. • Ability to attend occasional meetings out of school hours when required. • Assisting students in line with moving and handling guidelines when toileting, feeding and transferring. • Providing hygiene care to students • Lifting and carrying as required.

Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Organisational Chart:



Deputy Headteacher
SLT
Pastoral TA Level 3

PURPOSE AND OBJECTIVES OF THE JOB

Act as a responsible adult and assist with the supervision, personal care, welfare and keeping safe of individuals and/or groups of young people and their environment, inclusive of assisting with resources and classroom management to support academic progress and personal development.

CONTROL OF RESOURCES

Personnel

To be responsible for the direction, support and motivation of self and or pupil under the postholder's control.

Safeguarding

Fulfill responsibilities and obligations in relation to the safeguarding of children.

Financial

To work in accordance with Financial Regulations and procedures of the School.

Equipment/Materials

To be responsible for the safe use and maintenance of equipment/materials used by the postholder.

To adhere to all rules and regulations relating to the use of ICT, e-mail and intranet / internet access.

Teaching resources including audio visual and computer equipment.

Health/Safety/Welfare

Responsible for the health, safety and welfare of self and colleagues in accordance with School's Health & Safety policies and procedures and current legislation.

Equality

To work in accordance with Watergrove Trust's Policy relating to the promotion of Equality and Diversity.



Training and Development

The post holder will have a commitment in identifying and undertaking their own professional and personal development in accordance with Schools performance management framework.

Relationships (Internal and External)

- Internal:
1. School staff
 2. Users of the before and after school provision
 3. Volunteers
 4. Pupils
 5. Governors
- External:
1. Parents/Carers
 2. Staff in other schools and within the Watergrove Trust & LA
 3. Suppliers of equipment and services
 4. External Agencies

Values and Behaviours

Our mission then is to be ever “Providing more” to the communities we serve, to enable life in all its fullness.

Our Trust is enabled by a mutual interdependence within which we will always:

- Coach
- Challenge
- Innovate

Watergrove Trust has high expectations of its pupils and staff and we expect our employees to be aware of, and apply these values and behaviours at all times.

RESPONSIBILITIES:

The postholder must:

1. Perform his/her duties in accordance with the Trust's Equality and Diversity Policy.
2. Ensure that the Trust's commitment to public service orientation and care of our customers is provided.
3. Be able to render regular and efficient service to undertake the duties of this post.

PRINCIPAL DUTIES

It is expected at Level 3 that the postholder will work under the direction of teaching staff and may be responsible for some learning activities within the overall teaching plan to enable access to learning which will be in addition to undertaking the core duties outlined in the Level 1 & Level 2 TA job description.



Principal Duties

- To develop and implement activities to support pupils in their learning and encourage positive attitudes and behaviours.
- To work with teaching staff to monitor pupils and identify those who may benefit from additional pastoral support to raise achievement and overcome barriers to learning.
- To develop action plans for individuals and groups of pupils, providing targeted solutions/strategies to engage, motivate and meet specific needs.
- To support the office team to improve attendance of vulnerable families.
- To work closely with the senior team, providing input to the development of school policies and initiatives in respect of sanctions and rewards.
- To work closely with parents of children receiving support, establish trust and openness and achieve positive family involvement.
- To establish links and facilitate support from external agencies to ensure that pupils needs are met, which will include attending relevant meetings e.g., CIN, TAF
- To assist in the preparation of correspondence in relation to pupils, including writing reports, letters etc.
- To attend relevant case conferences.
- To liaise with SLT and class teachers in relation to behaviour and learning or students.
- To provide support and advice to pupils, in relation to personal problems, emotional problems, welfare matters etc.
- To liaise with appropriate staff and provide support to pupils with reintegration into class after a period of absence, e.g., following exclusion, long term illness or extended holiday.
- To maintain records and undertake administrative duties related to the post, e.g., filing, collating data.

SECONDARY DUTIES

1. Uphold the professional standards expected of every member of Trust staff in all dealings with colleagues, students, parents / carers and the wider community and adhere to the principles expressed in the aims of the Trust
2. To participate in programmes of training as a trainee and when required as a trainer facilitator. Actively contribute to the continued development of the Trust by attending training, participating in relevant meetings, and putting forward ideas for improvement. To demonstrate a commitment to self-review and professional development.
3. Be aware of and comply with policies and procedures relating to child protection, health & safety and security, confidentiality and data protection, reporting all concerns as appropriate
4. To support and participate in team working across the Trust, including working within other areas/ schools as required in the light of operational needs of the Trust and to facilitate the career development of the post holder.
5. To undertake duties as part of the team rota - To act as a team member and undertake general office duties as and when required to support the overall service delivery to the academies, students and families. Be a positive, collaborative team member.



6. To undertake such other duties and responsibilities of an equivalent nature commensurate with the level of responsibility that may be allocated periodically, as may be determined from time to time by the Headteacher/ Head of School (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).
7. The postholder's duties must at all times be carried out in compliance with the Trust's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.
 - a) Take reasonable care of the health and safety of self, other persons and resources whilst at work.
 - b) Co-operate with management of the trust as far as is necessary to enable the responsibilities placed upon the trust under the Health and Safety at Work Act to be performed, e.g. operate safe working practices including both mental and physical wellbeing.
 - c) It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards employees. The postholder should also counteract such practice or behaviour by challenging or reporting it.
8. To attend and participate in meetings as required.
9. Play a full part in the life of the Academy community, supporting our ethos and values encouraging staff and students to follow this example.
10. Support the Academy & the Trust in meeting our legal requirements for worship.
11. Actively promote the Academy & Watergrove Trust corporate policies.

Job Description prepared by: _____ Date: _____

Agreed by Postholder: _____ Date: _____

Please see below for person specification



Watergrove Trust Person Specification

Academy :	Moorhouse Academy	Post:	Pastoral TA Level 3
Section :	Associate Staff	Scale:	Grade 4 / 5

Note to Applicants:

Essential Criteria (E) are the qualifications, experience, skills or knowledge that you **MUST SHOW YOU HAVE** to be considered for the job.

There are a range of methods by which this information can be obtained. The '*How Identified*' column illustrates how the Trust will obtain the necessary information about you.

For example: Where (AF) is indicated next to an *Essential Criteria* you **MUST** include details relating to this aspect in your Application Form. You must include examples from either paid, or voluntary work. Do not leave gaps in employment.

Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff to share this commitment.

Criteria	Essential (E) or Desirable (D)	How Identified: AF Application Form I Interview C Check certificates A Assessment
Qualifications		
To possess minimum GCSE English and Mathematics at Grade A*- C, or a Level 2 qualification in Literacy and Numeracy or CSE Grade 1 in English and Mathematics, or equivalent	E	AF/C
NVQ Level 3 or equivalent in child care or child development	E	AF,/C
2 A levels	D	
Current First Aid Certificate	D	
Skills, Experience & Ability		
Experience of working with families and children who are vulnerable within the Primary School setting	E	AF/I
Experience of working in a pastoral role within a school to support children with social, emotional and behavioural needs	E	AF/I
Experience of managing and leading staff	D	AF/I
Knowledge and understanding of working with families requiring emotional support	E	AF/I



Full working knowledge of relevant internal and external policies\ codes of practice and awareness of relevant current legislation	E	AF/I
Knowledge of a range of behaviour management strategies and techniques	E	AF/I
Knowledge of and ability to work effectively and network with a wide range of supporting services from the Trust and community	E	AF/I
Ability to implement and monitor systems to evaluate and improve the activities of pastoral care	E	AF/I
Ability to promote positive attitudes towards educations for both children and families	E	AF/I
Demonstrate a commitment to promoting and achieving equal opportunities for all children	E	AF/I
Ability to form and maintain appropriate relationships and personal boundaries with colleagues/partners, children and young people and/or vulnerable adults	E	AF/I
Ability to engage with multi-agency support networks	E	AF/I
Ability to be innovative in planning family engagement and to take a solution based approach	E	AF/I
Ability to use initiative to respond to and resolve problems	E	AF/I
Willingness to work outside of normal school hours when required	E	AF/I
Ability to work constructively and flexibly as part of a team, understanding school roles and responsibilities	E	AF/Iv
Ability to keep neat and accurate records	E	AF/I
Ability to engage constructively with, and relate to, a wide range of people and families/carers with different social backgrounds	E	AF/I
Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers	E	AF/I
Excellent Literacy and Numeracy skills	E	AF/I
Importance of safeguarding/child protection when working in a academy setting	E	AF/I
Able to and willing to undertake classroom delivery in the absence of a classroom teacher	E	AF/I



Build effective working relationships with all students and colleagues	E	AF/I
Understanding of and willingness to use technology to support learning	E	AF/I
Work effectively within a team environment, understanding classroom roles and responsibilities.	E	AF/I
Work within the Academy's ethos and role model positive attributes	E	AF/I
Working with and/or caring for young people	E	AF/I
How ICT can support learning	E	AF/I
Primary school curriculum	E	AF/I
Commitment to inclusion in an academy setting	E	AF/I
Communicate effectively and sensitively with students, young people and colleagues	E	AF/I
Organise and manage learning activities in ways which keep students safe	E	AF/I
Actively encourage and motivate students to advance their learning	E	AF/I
Ability to deal calmly with different situations as they arise	E	AF/I
Having a caring, approachable, understanding, consistent, calm yet firm and assertive nature	E	AF/I
Understanding of children's needs	E	AF/I
Understanding and respecting the need for absolute confidentiality	E	AF/I
A strong sense of professionalism	E	AF/I
Adaptability and flexibility to assist in other aspects of school life	E	AF/I
Willingness to continue to learn, with an ability to self-evaluate and actively seek to develop and train to improve oneself	E	AF/I
Importance of safeguarding/child protection when working in a academy setting	E	AF/I
Personal Skills & Attitudes		
Enthusiastic with a love of learning	E	AF, I
An understanding and proven commitment to all aspects of equal opportunities	E	AF, I
A caring and positive person	E	AF, I
Good communication skills – written and oral	E	AF, I
Well-organised and pays attention to detail	E	AF, I
Willingness to go the extra mile for our children	E	AF, I
Self motivated	E	AF, I
Values and Behaviours		
Our mission then is to be ever “Providing more” to the communities we serve, to enable life in all its fullness.	E	AF/I



Our Trust is enabled by a mutual interdependence within which we will always: • Coach • Challenge • Innovate		
Special Working Conditions		
Improve own knowledge and practice by participating in professional reviews and display commitment to continual professional development	E	AF/I
The ability to recognise and respond appropriately to situations that challenge equality of opportunity	E	AF/I
Be committed to working within the Academy's policies and procedures and adhering to safe working practices	E	AF/I
Ability to attend meetings out of the Academy's hours.	E	AF/I
When required: Assisting students in line with moving and handling guidelines when toileting, feeding and transferring.	E	AF/I
Providing hygiene care to students	E	AF/I
Lifting and carrying equipment as required	E	AF/I

