



Brompton Hall School

Job Description & Person Specification



**Resourcing
Solutions**

JOB DESCRIPTION

ACADEMY: Brompton Hall School

GRADE: 6

JOB TITLE: Personal Development Support

DATE PREPARED: March 2020

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes Venn's Equal Opportunities in Employment Policy.

PURPOSE:

To work under an agreed system of supervision taking a lead role within the school to address the needs of pupils who require particular help to overcome barriers to learning.

To work with the staff to create an emotionally safe learning environment.

To deliver emotional well being nurture group sessions.

To work with individual children to deliver focussed support.

To teach groups to support emotional well being as necessary.

PRINCIPAL ACCOUNTABILITIES:

Please note decision making must be included within the Principal Accountabilities

1.	To promote and safeguard the welfare of all pupils, including Looked After pupils
2.	Use specialist skills and training, particularly ELSA, to support pupils in school
3.	Manage and deliver pastoral support to pupils. Establish rapport and productive working relationships with pupils, acting as a role model and setting high expectations
4.	Supervise pupils excluded from, or otherwise not working to, a normal timetable. Arrange and develop 1:1 mentoring arrangements with pupils and provide support for disengaged/vulnerable pupils. Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
5.	Undertake comprehensive assessments of pupils to determine those in need of particular help. Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
6.	Contribute to Graduated Response plans.
7.	Challenge and motivate pupils, promote and reinforce self-esteem. Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
8.	Encourage children to work co-operatively with others
9.	Monitor and evaluate children's responses to learning and ELSA activities through observation and planned learning objectives
10.	To assist in implementing and delivering on Mental Health projects for both pupils and staff.
11.	Assist in the delivery of transition plans for pupils moving to a new setting.
12.	Assist in the development and implementation of appropriate emotional support strategies.
13.	Support staff regarding matters of children's behaviour
14.	Liaise with partner school staff, parents and carers as required, including in the home
15.	Administrative support ie updating records, dealing with correspondence, compilation, analysis and reporting on behaviour and supporting home to school and community links.

16.	Actively seek information regarding and utilise, the range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
17.	Transport pupils to and from school and conduct home visits where appropriate.
18.	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the school, as your employer and you as an employee. In addition to the employer's overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the schools Health and Safety policy.
19	Attend and participate in meetings and training as required

GENERAL:

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the school are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the school. The above duties may involve having access to information of a confidential nature, which may be covered by the General Data Protection Regulations. Confidentiality must be maintained at all times.

DIMENSIONS:

1. Responsibility for Staff:

Assist in the improvement and delivery of mental health projects, including staff training.
Support staff on Behaviour Management, including staff training.
Support colleagues on transition/transfer and re-integration of pupils.

2. Responsibility for Customers/Clients:

Liaising with parents/carers and external agencies (ie CAMHS, Psychological services) as part of pastoral role.

3. Responsibility for Budgets:

None

4. Responsibility for Physical Resources:

Ensure all school equipment is operated, stored and maintained in line with school policies and procedures

WORKING RELATIONSHIPS:

1. Within Service Area/Section:

Works closely with all members of the teaching and support staff, pupils, parents, governors and the community

2. With Any Other Areas

3. With External Bodies to the School:

Educational support staff, educational support services, other schools and educational establishments, the Council, other public services and community representatives

ORGANISATION CHART:							
<p style="text-align: center;">Executive Head Head of School</p> <p style="text-align: center;">Teachers Personal Development Team Admin Site</p> <p style="text-align: center;">Personal Dev Mentor</p> <p style="text-align: center;">Classroom Support Personal Dev Supp</p>							
	Tick relevant level for each category						Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	Intense	
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).			x				
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).			x				Challenging behaviour, displayed from time to time
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.				x			Emotional resilience is necessary

PERSON SPECIFICATION		Tick relevant column		List code/s*
		Essential	Desirable	How identified
<p>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</p> <p>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</p>				
1.	Qualifications: English and Mathematics GCSE grade C or above or equivalent	√		AF, CQ,
	Mental Health First Aid		√	AF, CQ
	NVQ Level 3 or equivalent qualification or experience	√		AF, CQ

PERSON SPECIFICATION		Tick relevant column		List code/s*
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	Bereavement Counselling		√	AF, CQ
	Experience in completing Boxall Profiles		x	AF
	Emotional Literacy Support for Support Assistants		x	AF
2.	Relevant Experience:			
	Experience working with PASS and using the results to identify vulnerable pupils		√	AF, I
	Collaborative working with SENCO, Child Protection Co-ordinator, Personal Development Lead and other external stakeholders		√	AF, I
3.	Skills (including thinking challenge/mental demands):			
	Motivation to work with children and young people		√	I
	Good level of literacy and numeracy skills		√	AF,
	Computer literate and ability to improve student achievement using new technologies		√	AF, I
	Ability to work well as part of a team		√	I
	Ability to deliver specific intervention programmes eg Thoughts and Wishes		√	AF
	Good level of self-motivation, flexibility and organisational skills		√	I
	Ability to motivate children and think creatively to anticipate and solve problems and resolve conflict		√	I
	Ability to form and maintain appropriate relationships and personal boundaries with pupils and young people		√	I
	Inclusive approach to education with high expectation of self and others		√	I
4.	Knowledge:			
	A knowledge and commitment to safeguarding and promoting the welfare of pupils and young people.		√	I/R
	A good understanding of Behaviour Management methods including the role of the facilitator		√	AF, I
	A secure knowledge of emotional and social issues which may impact on a child's learning		√	AF, I
	A thorough awareness of the importance of confidentiality		√	I
	A knowledge of the PSHE Jig-saw curriculum		x	I
	Good understanding of the Academy Trust's vision, purpose and objectives		√	I
	An understanding of why equality of opportunity is important		√	I
	Knowledge of the requirements needed to achieve outstanding student progress and personal development			

PERSON SPECIFICATION		Tick relevant column		List code/s*
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5.	Interpersonal/Communication Skills:			
	Verbal Skills			
	Ability to establish professional, effective working relationships with a range of partners/colleagues and pupils and young people.	√		I/R
	Ability to communicate effectively with pupils, parents/carers, colleague and outside agencies	√		I
	To show respect and courtesy at all times when dealing with routine enquiries from pupils, parents/carers, colleagues and members of the public	√		I
	Ability to establish professional, effective working relationships with a range of partners/colleagues, pupils and young people	√		I
	Ability to use tact, diplomacy, sensitivity, honesty and good humour whilst working under pressure	√		I
	Emotional resilience when working in a range of challenging situations, including challenging behaviours and attitudes to the use of authority and maintain discipline	√		I
	Written Skills			
	Good written/email correspondence appropriate to respondents. Good accurate report writing and record keeping appropriate to requirements	√		I, T
6.	Other:			
	Experience of Lone Working		√	AF,I
9.	Disclosure of Criminal Record:			
	The successful candidate's appointment will be subject to the School obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service.		N/A	DBS Disclosure
	If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.		N/A	AF(after short listing)
	If the postholder does not require a DBS disclosure the candidate is required to declare unspent convictions only.		N/A	AF(after short listing)

APPLYING FOR A JOB WITH NORTH YORKSHIRE COUNCIL IMPORTANT ADVICE ON COMPLETING THIS APPLICATION

Your application form plays an important part in your selection. Please ensure you address all the essential requirements listed in the specifications. The following advice should help you to complete the application form as effectively as possible.

Data Protection

The information that you state on this application form will be used by the school and the Council to consider you for a job vacancy. To find out about how we use your personal data for the purposes of recruitment please see our Privacy Notice at www.northyorks.gov.uk/working-us.

Rehabilitation of Offenders

The post you are applying for requires you to have an enhanced Disclosure and Barring Service criminal records check for work with children, with a barred list check if you work in regulated activity. This check for disclosure of criminal history will include spent convictions, pending prosecutions / current court proceeding and police enquiries.

Should you be shortlisted, you will be asked to disclose full details of your criminal history prior to your interview. This includes any information deemed relevant as part of Keeping Children Safe in Education which may arise in an online search undertaken on shortlisted candidates. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

Please also see the policy statement on the Recruitment of Ex-offenders below.

Information in Support of your Application

Every post advertised is supported by a full person specification. The specification lists all the essential skills, experience and qualifications which are necessary for the job and the criteria against which you will be assessed, both through your application form and at interview.

As part of the application process, you may have been asked to demonstrate within this application form how you meet some or all of the criteria or key competencies outlined in the person specification. Rather than simply repeating your career history, look at the skills and experience required by the job and provide evidence that you possess them by giving **specific and detailed examples** which include a focus on outcomes and on your own contribution to the scenario. Try to use different and varied examples wherever possible.

When completing these sections, do not forget the skills and experience you have gained outside full-time work. Outlining your previous work experience or other responsibilities may help you to uncover skills which you have taken for granted and which are clear signs of your ability to do the job.

Canvassing

You must not try to influence an elected Council Member, any council employee or a member of the school governing body, to act in your favour, as this will disqualify you. If you are related to a Councillor, a Council employee or a governor you must indicate this in the relevant section of the application form.

Policy Statement on the Recruitment of Ex-offenders (Source www.gov.uk)

1. As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), this school complies fully with the DBS [code of practice](#) and undertakes to treat all applicants for positions fairly.
2. This school undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.
3. This school can only ask an individual to provide details of convictions and cautions that it is legally entitled to know about. Where a DBS certificate can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 as amended, and where appropriate Policy Act Regulations as amended) this school can only ask an individual about convictions and cautions that are not protected.
4. This school is committed to the fair treatment of its staff and potential staff, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.
5. This school has this written policy on the recruitment of ex-offenders, which is made available to all DBS applicants at the start of the recruitment process.
6. This school actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. Candidates are selected for interview based on their skills, qualifications and experience and criminal record information is only requested from short-listed candidates.
7. A disclosure is only requested from the DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that a DBS certificate will be requested in the event of the individual being offered the position.
8. This school ensures that all those who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences.
9. This school also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.
10. At interview, or in a separate discussion, this school ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
11. This school makes every subject of a criminal record check submitted to DBS aware of the existence of the [code of practice](#) and makes a copy available on request.
12. This school undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.