

SEFTON METROPOLITAN BOROUGH COUNCIL

PRESFIELD HIGH SCHOOL & SPECIALIST COLLEGE

PERSON DESCRIPTION

Post: Pastoral TA Level 3

Grade: Grade F (SCP 12 - 19)

	Essential (E) or Desirable (D)	Source: Application form (A) Interview (I) Reference (R)
<p><u>Skills</u></p> <ul style="list-style-type: none"> • Ability to work effectively within a team environment, understanding classroom roles and responsibilities · Ability to build effective working relationships with all pupils and colleagues • Ability to promote a positive ethos and role model positive attributes • Good personal numeracy and literacy skills • Good ICT skills including the use of Microsoft Office programmes and Google Suite • Ability to plan, implement and evaluate individual behaviour programmes for children with Autism and other diagnosis • Ability to manage and de escalate situations that involve children displaying challenging behaviour • Ability to communicate well and develop effective relationships/partnerships with parents • Good organisational skills • Willingness to support extra curricular activities including residentials • A flexible approach to all aspects of the role. • Able to work as part of a team or under own direction • Maintain accurate records of positive handling and behaviour incidents • Prepare, deliver and evaluate intervention programmes as directed by the subject lead. This may be 1:1 or small group. • To promote positive play, lead lunchtime games (e.g. Football, Basketball) friendships and social skills during break and lunchtimes 	<p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>D</p> <p>D</p> <p>E</p>	<p>AIR</p> <p>R</p> <p>IR</p> <p>AI</p> <p>AI</p> <p>AIR</p> <p>IR</p> <p>AIR</p> <p>AI</p> <p>AIR</p> <p>AIR</p> <p>AIR</p> <p>AIR</p> <p>AIR</p>
<p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> • Willingness to develop an Awareness of inclusion within a special school setting with a focus on Autism • Able to prepare resources to support learning programmes • Be able to lead and maintain whole school training on positive handling • Produce and maintain updated positive handling plans for students who require them 	<p>E</p> <p>E</p> <p>D</p> <p>D</p>	<p>AI</p> <p>I</p> <p>I</p> <p>AI</p>

<p><u>Qualifications and Training</u></p> <ul style="list-style-type: none"> • Experience of working in a special school • GCSE/O Level Maths and English • Willingness to participate in relevant training including Team Teach up to intermediate level and lead whole school training. Willingness to undertake First Aid in the outdoors training • Willingness to drive the school minibus and/or car 	<p>D D E D</p>	<p>A A A I</p>
<p><u>Professional Values and Practice</u></p> <p>Must be able to demonstrate the following:</p> <ul style="list-style-type: none"> • High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements • Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners • Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work • Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice • Able to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning • Able to improve their own practice through self reflection observations, evaluation and discussion with colleagues • Be able to liaise with other staff in a consultancy role offering support in behaviour management and positive handling on a regular basis. • Report to Senior Leadership and Governors on behaviour and positive handling data and analysis • Act as a positive activity role model during unstructured time. • Demonstrate resilience and calmness during challenging situations. 	<p>E E E E E E E E E E</p>	<p>AIR AIR IR IR AIR AIR AIR AIR AIR AIR</p>