



THE URSULINE ACADEMY ILFORD

A Catholic Secondary School for Girls Aged 11-19 in the Diocese of Brentwood



MISSION STATEMENT:

*We are a Catholic community of faith, love and service
rooted in the spirit of St Angela.*

*Through Christ and the Gospel and in our diverse community
we strive to provide an environment for young women
to flourish spiritually, academically and socially.*

Together we are the Ursuline Academy Ilford.

PUPIL SUPPORT ASSISTANT

September 2023



WELCOME FROM THE HEADTEACHER



The Ursuline Academy Ilford is a four-form entry Catholic comprehensive school for girls aged 11-19, serving students who are supportive of and fully committed to the Catholic ethos of the school. Students who come here, join a community that is committed to success.

The school was founded by the Ursuline Order in 1903 and has been providing high quality education and pastoral care ever since. The school has a strong sense of community underpinned by Gospel values. Visitors regularly remark on the purposeful working atmosphere in which all are expected to do their best. We have an inclusive and community-focused ethos of which we are very proud. Our pupils are welcoming, engaging and articulate. They are ambitious for the school and for their own life beyond it. Consequently, students' behaviour for learning is exemplary.

Governors and staff at the school commit themselves to:

- Recognising the value and uniqueness of every student we teach
- Ensuring that the school is a safe place to be and one where the interests of justice are served
- Creating a community which is inclusive, one whose basis is mutual respect and equality
- Maintaining the long tradition of trust, cooperation and courtesy
- Generating good order and discipline based on sound relationships between staff, students, parents and carers
- Nurturing the religious and intellectual lives of our students through curricular and extra-curricular activities
- Inviting parents and carers to play an active role in their daughter's development, academically, spiritually and morally.

I am delighted you are interested in our school and hope this gives you some insight into who we are and what we stand for.

Fiona A Stone
Headteacher

THE URSULINE ACADEMY ILFORD

PUPIL SUPPORT ASSISTANT

From: ASAP

5 days, 36 hours per week (Term Time only)

8:15 am – 4:30 pm Monday to Thursday *and* Friday 8:15 am – 4:15 pm

FTE Salary: £24, 583 (inc. Outer London Allowance) per annum

Actual Salary: £21, 523 (inc. Outer London Allowance) per annum

An exciting opportunity to join a team of professionals at our highly successful school and play a key role in ensuring all students are included and able to fully engage with all that the school offers. This role is multifaceted and will involve some behaviour mentoring, supervision of small groups and providing general support to the Pastoral team. If you would like to make a positive contribution to a child's education, then we would like to hear from you.

HOW TO APPLY

Application Form is available to download from www.uai.org.uk/vacancies. Please submit a letter of application together with your application form, your letter should address the selection criteria and include your thoughts on what makes a good Pupil Support Assistant.

Please return your completed application form via email to: applications@uai.org.uk

Visits can be arranged by appointment please contact our HR Officer for details.

Short-listing for the position will take place following the closing date and references will be taken up prior to interview. The Academy is committed to safeguarding and promoting the welfare of children. To ensure that this is achieved we expect all employees to share this commitment and staff will be recruited and selected in line with Safer Recruitment Policy and practice. The successful applicant will undertake an enhanced DBS check.

Please note we are unable to accept CVs.

Closing Date: Friday 29 September 2023

Interview Date: w/c Monday 2 October 2023



JOB DESCRIPTION

PUPIL SUPPORT ASSISTANT

REPORTING TO: Deputy Headteacher
LIAISING WITH: Head of Years, Teaching and Support Staff and others as required

Job Purpose

To support the school's work in ensuring a positive environment in which our students are safe and can learn and thrive by providing a high level of operational and administrative support to school systems that promote excellent behaviour, support student engagement, and ensure excellent attendance and punctuality.

Main Responsibilities

- Collaborate with the school pastoral team to support students in achieving positive behaviour through individual mentoring and support.
- Plan and lead small group sessions of students to address particular behaviour issues or other barriers to learning.
- Facilitating restorative work with students following a behaviour incident to allow them to move forward positively.
- Meet with students and provide effective coaching and mentoring support to encourage them to make good behaviour decisions.
- Organising and attending meetings with parents and other appropriate stakeholders to ensure students are fully supported.
- Assist the Designated Safeguarding Lead in ensuring all students are safe at school by liaising with outside agencies on behalf of the school, ensuring accurate safeguarding records are kept on school systems and that appropriate information is shared with all stakeholders in a timely fashion.
- Work with the pastoral team to address issues surrounding attendance and punctuality.
- Support the pastoral team by maintaining and administering behaviour recording systems, ensuring they are accurate and enable consistent management of behaviour across the school.
- Support the school in dealing with behaviour incidents through aiding pastoral leaders during investigations of incidents.
- Monitor and evaluate school behaviour systems to ensure all behaviour incidents are followed up by the appropriate staff.
- Support Heads of Year in the analysis of behaviour related data to allow proactive responses to patterns and trends.
- Assist in the operation of the school detention system by maintaining and inputting records of detentions, informing parents and students of detentions and maintaining records of missed detentions.
- Supervise and monitor students who have been withdrawn from normal lessons ensuring they are safe and liaise with teaching staff to ensure that appropriate work is set and completed by students.
- Provide administrative support to the pastoral team such as making phone calls, updating records and ensuring messages reach students.
- Support the school in dealing with behaviour incidents through aiding pastoral leaders during investigations of incidents.
- Promote the school's values and behaviour expectations whenever supervising students, engaging with them in a positive way in order to ensure highest standards of behaviour at all times, including anticipating and taking action to discourage poor behaviour, dealing with any incidents, encouraging students to take responsibility for their own behaviour, using the school's behaviour system to record praise and concerns for individual students, and referring matters to senior teaching staff as necessary.
- Support wider school supervision through being part of the break and lunch duty teams.
- Assist with wider school administrative tasks as directed.
- Under the guidance of the SENDCo, provide some in class support to identified students.



Work Environment

No two days in school are the same and the role reflects this reality and daily activities will vary depending on the needs of the school. The role will involve supervision of small groups of students in our inclusion room when required as well as being on a weekly rota to host school detention in a classroom environment. One-to-one support and mentoring will take place both within the classroom environment as well as in our interview and meeting rooms. The role will also include some administrative duties that will take place in an office environment.

Work Context

The postholder will play a key role in the operation of our inclusion and behaviour for learning systems within school. As such, the postholder will be part of the learning support team, overseen by the Assistant Headteacher (SENDCo and Inclusion), and will also work closely and proactively with our 7 Heads of Year and Pastoral Deputy Headteacher.

DECLARATION

I have read the job description and agree to all the terms and conditions set out. I also agree to comply with all Academy Policies, Child Protection /Safeguarding and Health & Safety regulations. I further understand that the above does not constitute an exhaustive list and I agree to undertake any reasonable request made of me by the Headteacher or Deputy Headteacher acting on his/her behalf.

Name:

Signature:

Date:



PERSON SPECIFICATION

PUPIL SUPPORT ASSISTANT

L = Assessed by Application	I = Assessed at Interview	R = Assessed by Reference	E = Essential D = Desirable
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MINIMUM EDUCATION / QUALIFICATIONS:

Educated to GCSE or equivalent (Minimum Grade C – English/Maths)	L			E
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MINIMUM EXPERIENCE / KNOWLEDGE / SKILLS:

Working with or caring children of relevant age	L	I		E
Understand and support needs of individual students	L	I		E
Basic understanding of child development and learning	L	I		E
Understanding of relevant policies/codes of practice and awareness of relevant legislation	L	I		E
Experience of databases/spreadsheet for input/retrieval of data and data analysis	L			D

MINIMUM COMPETENCIES:

Literacy/Numeracy skills	L			E
Computer Literate (Microsoft packages)	L		T	E
Ability to collect, collate and present data	L	I		E
Effective communication skills	L	I		E
Ability to liaise effectively with members of the public and staff at all levels	L			E
Ability to prioritise and coordinate work	L	I		E
Ability to work as a member of team and on own initiative	L			E
Ability to produce routine correspondence and reports	L			E

OTHER JOB REQUIREMENTS:

Understanding the importance of maintaining confidentiality	L	I		E
Understanding the importance of safeguarding in your role	L	I		E
Flexible approach to work	L	I		E

SAFEGUARDING:

Motivation to work with students/young people	L	I	T	E
The ability to form and maintain appropriate relationships and observe personal and professional boundaries with students/young people	L	I	T	E
Emotional resilience in working with challenging behaviours	L	I	T	E