

Job Description

Post: Relational Care Support Assistant

Responsible to: Inclusion & Designated Safeguarding Lead

Core Purpose

To provide support across the school delivering relational care & SEMH provisions. Working under the instruction and guidance of the inclusion & Designated Safeguarding Lead, to support pupils with special educational & SEMH needs, to enable access to learning, and to promote progress.

Support for Pupils

- Develop positive, trusting and supportive relationships with pupils across Nursery to Year 6, promoting emotional wellbeing, resilience and positive engagement in school life.
- Deliver relational care, SEMH and emotional wellbeing support through 1:1, small group and occasional whole-class interventions.
- Plan, prepare and facilitate targeted sessions including ELSA, talk-based therapies, mindfulness, emotional regulation, feelings and emotions work, friendship support and mental health interventions.
- Use assessment information, pupil voice, parent voice and staff feedback to identify needs, inform interventions and evaluate impact.
- Support pupils in developing self-awareness, emotional literacy, self-regulation and positive coping strategies.
- Provide a safe and nurturing environment where pupils feel valued, listened to and supported.
- Work collaboratively with class teachers, teaching assistants and other professionals to ensure pupils' social, emotional and mental health needs are met.
- Monitor, record and report on pupil engagement, progress and outcomes, providing feedback to staff and families where appropriate.
- Promote pupils' self-esteem, independence and confidence through strengths-based approaches.

Support for staff

- Work closely with all staff to identify pupils requiring support and develop appropriate intervention plans.
- Liaise regularly with staff regarding pupil progress, emerging concerns and next steps.
- Support colleagues in developing relational approaches and strategies to promote positive behaviour, emotional wellbeing and inclusion.
- Maintain accurate records relating to interventions, pupil progress and impact.
- Contribute to safeguarding, attendance and wellbeing discussions where appropriate.

- Appropriate liaison with parents and carers regarding pastoral and emotional wellbeing support, where appropriate.

Support for the Curriculum

- Plan, prepare and deliver structured SEMH and wellbeing programmes tailored to the needs of individual pupils and groups.
- Adapt activities and interventions in response to pupil needs and engagement levels.
- Deliver targeted support which enables pupils to access learning more effectively within the classroom.
- Work alongside class teams to promote emotional readiness for learning.
- Prepare and maintain resources required for intervention sessions and wellbeing provision.
- Support the development of a nurturing school environment that promotes positive mental health and emotional wellbeing.
- Evaluate intervention impact using agreed assessment tools and school systems.

Support for the School

- Promote and safeguard the welfare of children and young people, adhering to all safeguarding procedures and statutory requirements.
- Work under the line management of the Inclusion Lead and Designated Safeguarding Lead.
- Be aware of and comply with policies relating to child protection, health and safety, behaviour, confidentiality and data protection.
- Support the school's inclusive ethos and ensure all pupils have equitable access to opportunities for learning, wellbeing and personal development.
- Undertake relevant training and professional development, including areas related to safeguarding, SEMH, trauma-informed practice and relational approaches.
- Attend and actively contribute to meetings, reviews and professional discussions as required.
- Provide lunchtime support, including leading intervention groups, facilitating positive play opportunities and modelling effective relational practice on the playground.
- Support pupils during breaktimes, lunchtimes, educational visits and other school activities as required.
- Work effectively with external agencies and professionals to support pupil outcomes.
- Act as a positive role model for pupils and colleagues, demonstrating professionalism, empathy and respect at all times.
- Maintain confidentiality and professional boundaries at all times.
- Be punctual, organised and committed to promoting the wellbeing and success of all pupils.

Person Specification

	Essential	Desirable
Right to work in the UK	*	
Philosophy		
A belief in the ability of all children to achieve and be successful	*	
A belief in teamwork and ability to get involved in the day-to-day running of the school	*	
Experience		
Working with children of primary school age	*	
Experience of supporting children with SEN	*	
Working with individuals and groups of children	*	
Of delivering SEMH interventions		*
Qualifications & Training		
Very good Numeracy and Literacy skills – at least GCSE C grade or equivalent	*	
Level 3 qualification in supporting Teaching & Learning or equivalent qualification	*	
ELSA (Emotional Literacy Support Assistant) qualification		*
Training in Mental Health first aid		*
Training in Trauma-informed practice		*
Training in Attachment Aware schools approaches		*
Qualification/training related to counselling skills, play therapy, therapeutic approaches or wellbeing		*
Knowledge & Skills		
Knowledge of the National Curriculum		*
Knowledge of emotional regulation strategies and restorative approaches		*
Awareness of current issues affecting children's mental health & wellbeing		*

Very good organisational skills	*	
Very good time management skills	*	
Ability to prioritise	*	
Adaptability and flexibility	*	
Willing to participate in CPD	*	
ICT Literate	*	
Personal Characteristics		
Boundless enthusiasm, determination and drive to inspire others to achieve high standards	*	
A personable nature to build effective relationships with parents/members of the community	*	
Ability and willingness to promote the school's aims and the positive culture and ethos	*	