

Role Profile & Person Specification

Job Title:	Education and Pastoral Assistant
Responsible to:	Class Teacher/ SENDCO & Senior Leaders
Terms and Conditions:	32.5, 39 weeks per year Scale D 5/6

Our Vision

Our vision is to work together to help every child to develop into high achieving, confident, healthy, caring and resilient members of their family and community; creating a pathway to support their career aspirations, independence and contribution to society.

Our Qualities

Every member of our team is expected to demonstrate the ability to:

- Develop positive relationships with all children and adults.
- Recognise and manage their own emotions, thoughts and behaviours and understand how these can impact others.
- Be curious around the reasons behind others' behaviours, accepting all feelings and beliefs.
- Understand others' emotions and thoughts and feel a natural desire to support.
- Have the courage to reflect, make changes and be keen to learn.

Core Purpose

To work as part of our school team, alongside teachers and senior leaders (including our SENCo), supporting the inclusion, acceptance and overall development of all children by promoting their educational, physical, emotional, social and wellbeing needs, with a consistent and caring approach.

Key Areas of Responsibility

Supporting children

- Establish and maintain a positive, curious and accepting relationship with all children, setting high expectations and acting as a role model.
- Deliver targeted 1:1 or small-group interventions in Key Stage 1 & 2 English and Maths to bridge learning gaps.
- Work with our school's Behaviour and Emotional Regulation Policy to anticipate and support children to manage their behavioural responses, appropriate to their

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developmental stage, whilst promoting their self-control and independence. Maintain boundaries for safety.

- Use trauma-informed techniques to help children manage sensory overload, anger, and anxiety in the classroom.
- Lead structured, calm discussions after behavioural incidents to help pupils reflect on choices and repair relationships.
- Uphold good order throughout our school to ensure compliance with school standards, contributing to a safe and respectful learning environment for all.
- Recognise strengths and possible barriers to learning, use strategies to support children's engagement and ensure success in lessons and other activities, under the guidance of teachers, senior staff and other professionals.
- Provide feedback to children regarding progress and achievement under the guidance of the teacher.
- Encourage positive relationships between children, supporting them to interact and work cooperatively with others.
- Empower and support children in gaining independence skills appropriate to their age and/or developmental stage so that they are ready for the next step of their learning. Building the transition skills of independence, resilience, and organisation.
- Collaborate with staff to support children's attendance, in accordance with our school policy.
- Undertake record keeping as requested, e.g., the logging of safeguarding concerns as appropriate.

Supporting teachers and colleagues -

- Recognise your own personal strengths and expertise to offer support and guidance to colleagues.
- Collaborate with teachers in planning, evaluating, and adapting lessons to create an engaging and supportive learning environment.
- Design highly visual, scaffolded learning materials and calming sensory tools tailored to individual pupil needs.
- Under the guidance of teachers, plan and deliver specific learning activities to children.
- Employ strategies, in partnership with teachers, to help children achieve learning objectives effectively.
- Monitor children's progress against learning objectives, providing objective feedback and reports to teachers.
- Track daily progress against School Support Plans (SSPs) and Education, Health and Care Plan (EHCP) targets.
- Actively implement agreed behaviour management plans using positive reinforcement and approved physical intervention techniques if trained.
- Communicate sensitively and effectively with parents/carers under the guidance of a teacher.
- Support teaching staff and children in visits and out of school activities as required, following school policies.

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Supporting our Curriculum and the wider school

- Collaborate in the development and maintenance of a safe and secure environment within the ethos and expectations of our school.
- Undertake structured and agreed learning / teaching programmes, adjusting activities according to pupil responses.
- Use IT to support learning activities under direction from the SENDCO / teacher.
- Comply with all school and Trust policies and procedures.
- Participate actively in meetings and wider professional development activities to contribute to a culture of continuous learning and growth.
- Contribute to the wider school community through supporting events as appropriate.

Safeguarding

- Respect confidential issues and keep confidence as appropriate.
- Keep up to date with school procedures for safeguarding and child protection, reporting any concerns to the DSL.

Health and Safety

- Be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions.
- Cooperate with the employer on all issues to do with health, safety and welfare.

Continuing Professional Development

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with developments related to school efficiency, which may lead to improvements in the day-to-day running of our school
- Undertake any necessary professional development as identified in our School Improvement and Development Plan taking full advantage of any relevant training and development available.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this role profile.

Employees are expected to be courteous to colleagues and children, providing a welcoming environment to visitors and telephone callers.

This role profile is current at the date shown, but in consultation with you, may be changed by the CEO or Board of Trustees to reflect or anticipate changes in the job commensurate with the grade and job title.

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Person Specification

	Essential	Desirable
Personal Attributes	<ul style="list-style-type: none"> ● Relational ● Self-aware ● Curious ● Accepting ● Empathetic ● Reflective ● Resilient ● A desire to commit to professional development and provide best practice to meet the needs of all children. 	
Qualifications	<ul style="list-style-type: none"> ● GCSE pass or equivalent in Maths and English 	<ul style="list-style-type: none"> ● NVQ Level 2 or BTEC Level 3 ● NVQ Level 3 or equivalent in teaching assistance ● Apprenticeship level 2 or 3 in supporting teaching & learning (or equivalent) ● First Aid training
Experience	<ul style="list-style-type: none"> ● Previous experience working with children of relevant age groups. 	<ul style="list-style-type: none"> ● Previous experience working with children with an SEMH profile. ● Experience with or training in de-escalation methods, nurture groups, or drawing and talking therapy.
Skills/Knowledge	<ul style="list-style-type: none"> ● Effective communication skills, capable of engaging with both children and adults in a friendly and approachable manner. ● Flexible approach to work duties, willing to adapt to changing circumstances and contribute positively to our school community. ● Approachable demeanour, fostering a welcoming and supportive environment for children, staff, and visitors alike. ● Curious and keen to learn. ● Self-motivated with the ability to work well as part of a team 	<ul style="list-style-type: none"> ● Familiarity with school standards and procedures, ensuring adherence to policies and contributing to a safe and inclusive school environment. ● Knowledge of health and safety regulations within a school setting, including Basic Health and Safety Training, awareness of children's allergies or asthma, and proficiency in using medical devices such as epipens.

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	<ul style="list-style-type: none"> ● Understands confidentiality. ● Demonstrates empathy and understanding towards children, fostering positive relationships and supporting their well-being. ● Capable of asserting authority and providing clear instructions confidently and respectfully when necessary, when working with children. ● Knowledge of the factors that affect children's learning and progress. ● Reflective practitioner with understanding of their strengths, expertise and areas for development. ● Effective use of ICT to support learning. ● Ability to self-evaluate learning needs and actively seeks learning opportunities. 	
<p>Other</p>	<ul style="list-style-type: none"> ● Proven ability to remain calm, neutral, and nurturing when faced with highly challenging behaviours. ● Willingness to meet the needs of all children, including intimate/personal care, as directed in care plans. ● An ability to proactively promote your own physical and mental health. 	

This job description is underpinned by our 7C's Approach. Further alignment and training will be given on the 4 Functions of Learning Support to all staff from July 2024. The 4 Functions model focuses on a shared language of mediation, reinforcement, assessment or intervention.