

# Role Profile & Person Specification

|                              |                                               |
|------------------------------|-----------------------------------------------|
| <b>Job Title:</b>            | Education and Pastoral Assistant              |
| <b>Responsible to:</b>       | Class Teacher/Senior Leaders, including SENCo |
| <b>Terms and Conditions:</b> | 32.5 hours 39 weeks per year<br>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** - Understand key factors that affect children's learning and progress and use these to:

- Provide consistent support across our school for children's specific needs; within whole classes, small groups and with individuals.
- Establish and maintain a positive, curious and accepting relationship with all children, setting high expectations and acting as a role model.
- Work with our school's Behaviour and Emotional Regulation Policy to anticipate and support children to manage their behavioural responses, appropriate to their

We are part of...

**WENSUM TRUST**

# Role Profile & Person Specification

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

- 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.
- Administer first aid when required (training will be provided).
- Administration of medication on a routine or day-to-day basis, in accordance with our school policy.
- 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.
- Provide attentive supervision of children across all areas of our school, including dining areas, play areas, and classrooms, as directed by the senior leadership team ensuring their safety and promoting positive behaviour.
- Foster a welcoming atmosphere during meal times, encouraging good eating habits and offering assistance to younger children as needed, while maintaining a positive and supportive environment.
- Offer general assistance in the dining area, such as promptly addressing spillages to maintain a clean and safe environment conducive to child well-being.
- Supervise the movement of children to and from dining areas, prioritising their safety and ensuring a smooth transition between activities.
- Assist in setting up and clearing away tables in our dining areas, contributing to the efficient functioning of meal times.

## **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.
- Assist teachers to prepare resources, activities and learning environments.
- 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.
- Support teachers in administrative tasks such as live marking children's work and facilitating assessments.

# Role Profile & Person Specification

- Collaborate in the development and implementation of children's individualised learning, behaviour or wellbeing plans.
- Communicate sensitively and effectively with parents/carers under the guidance of a teacher.
- Under the guidance of the teacher, assist with the creation and maintenance of displays throughout our school.
- Support teaching staff and children in visits and out of school activities as required, following school policies.

## **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.
- Plan and deliver intervention programmes, recording achievement and progress and feeding back to children and the teacher.
- Direct the work, where relevant, of other adults in supporting learning under the guidance of a teacher or senior leader.
- Use IT to support learning activities under direction from the SENCo / 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.

# Role Profile & Person Specification

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.

## Person Specification

|                            | Essential                                                                                                                                                                                                                                                                                                   | Desirable                                                                                                                                                                                                                                                                                                           |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Personal Attributes</b> | <ul style="list-style-type: none"><li>● Relational</li><li>● Self-aware</li><li>● Curious</li><li>● Accepting</li><li>● Empathetic</li><li>● Reflective</li><li>● Resilient</li><li>● A desire to commit to professional development and provide best practice to meet the needs of all children.</li></ul> |                                                                                                                                                                                                                                                                                                                     |
| <b>Qualifications</b>      | <ul style="list-style-type: none"><li>● GCSE pass or equivalent in Maths and English</li></ul>                                                                                                                                                                                                              | <ul style="list-style-type: none"><li>● NVQ Level 2 or BTEC Level 3</li><li>● NVQ Level 3 or equivalent in teaching assistance</li><li>● Apprenticeship level 2 or 3 in supporting teaching &amp; learning (or equivalent)</li><li>● First Aid training</li><li>● Paediatric First Aid (Early Years only)</li></ul> |
| <b>Experience</b>          | <ul style="list-style-type: none"><li>● Previous experience of working in an environment which requires interpersonal skills.</li></ul>                                                                                                                                                                     | <ul style="list-style-type: none"><li>● Previous experience working with children in EYFS or KS1</li></ul>                                                                                                                                                                                                          |
| <b>Skills/Knowledge</b>    | <ul style="list-style-type: none"><li>● Effective communication skills, capable of engaging with both children and adults in a friendly and approachable manner.</li></ul>                                                                                                                                  | <ul style="list-style-type: none"><li>● Familiarity with school standards and procedures, ensuring adherence to policies and contributing</li></ul>                                                                                                                                                                 |

## Role Profile & Person Specification

|       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | <ul style="list-style-type: none"> <li>• Flexible approach to work duties, willing to adapt to changing circumstances and contribute positively to our school community.</li> <li>• Approachable demeanour, fostering a welcoming and supportive environment for children, staff, and visitors alike.</li> <li>• Curious and keen to learn.</li> <li>• Self-motivated with the ability to work well as part of a team</li> <li>• Understands confidentiality.</li> <li>• Demonstrates empathy and understanding towards children, fostering positive relationships and supporting their well-being.</li> <li>• Capable of asserting authority and providing clear instructions confidently and respectfully when necessary, when working with children.</li> <li>• Knowledge of the factors that affect children's learning and progress.</li> <li>• Reflective practitioner with understanding of their strengths, expertise and areas for development.</li> <li>• Effective use of ICT to support learning.</li> <li>• Ability to self-evaluate learning needs and actively seeks learning opportunities.</li> </ul> | <ul style="list-style-type: none"> <li>• to a safe and inclusive school environment.</li> <li>• 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.</li> <li>• Experience of mentoring and supporting colleagues across school.</li> </ul> |
| Other | <ul style="list-style-type: none"> <li>• Willingness to meet the needs of all children, including intimate/personal care, as directed in care plans.</li> <li>• An ability to proactively promote your own physical and mental health.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                               |

*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.*