

Role Profile & Person Specification

Job Title:	SEN Education and Pastoral Assistant
Responsible to:	Class Teacher/Senior Leaders, including SENCo
Terms and Conditions:	32.5 hours per week (job share considered) Scale D. Fixed Term until 31 st August 2027

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.

To work, within a 10-place specialist EYFS & Key Stage 1 provision, facilitating a safe, structured, and nurturing environment that promotes engagement, independence, and emotional regulation.

Key Areas of Responsibility

- Under the direction of the SENDCo and Lead, support the planning and delivery of a highly personalised curriculum for each child, accessing the provision.
- Maintain daily routines and implement agreed strategies within the provision.
- Develop strong partnerships with children and families.
- Ensure the consistent use of communication aids (e.g., PECS, Makaton), visual supports, and sensory tools to enable children to develop communication, social interaction, and self-regulation skills.

We are part of...

WENSUM TRUST

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Supporting children - Use previously learnt skills and experience as well as a clear understanding of key factors that affect children's learning and progress and use these to:

- Establish and maintain a positive, curious and accepting relationship with all children.
- Work with our school's Behaviour and Emotional Regulation Policy to anticipate and support children to manage their behavioural responses, appropriate to their developmental stage, whilst promoting their self-control and independence. Maintain boundaries for safety.
- Recognise strengths and possible barriers to learning, use strategies to support children's engagement and ensure successful, developmentally appropriate progress.
- Encourage positive relationships between children, supporting them to interact.
- 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).
- Assist with personal care needs, including toileting and hygiene routines
- 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.
- Offer general assistance to maintain a clean and safe environment, conducive to child well-being.

Supporting teachers and colleagues

- Collaborate with other staff in planning, evaluating, and adapting lessons to create an engaging and supportive learning environment.
- Assist other staff/lead practitioner to prepare resources, activities and learning environments.
- With support from lead practitioner plan and evaluate lessons, adjusting work as appropriate to deliver specific learning activities to children.
- Draw on specialist skills and knowledge to respond effectively to children and, in partnership with teachers, help children achieve learning objectives.
- Monitor children's progress against learning objectives, providing objective feedback and reports to teachers.
- 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 lead practitioner
- Under guidance, assist with the creation and maintenance of displays within the provision.
- 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.
- Plan and deliver intervention programmes, recording achievement and progress and feeding back to relevant colleagues.
- 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.

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	● 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	● GCSE pass or equivalent in Maths and English (for existing staff a discussion will take place to determine experience and ability) ● NVQ Level 2 or BTEC Level 3 ● NVQ Level 3 or equivalent in teaching assistance	● First Aid training ● Paediatric First Aid (Early Years only)
Experience	● Previous experience of working in an environment which requires interpersonal skills.	● Previous experience working with children of relevant age groups, with complex needs.
Skills/Knowledge	● Effective communication skills, capable of engaging with both children and adults in a friendly and approachable manner. ● Able to take initiative and lead provision, confidently ● Flexible approach to work duties, willing to adapt to changing circumstances and contribute positively to the school community. ● Approachable demeanour, fostering a welcoming and supportive environment for children, staff, and visitors alike.	● 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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	• Curious and keen to learn. • Self-motivated with the ability to work well as part of a team. • 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. • Assist supervisions, training and development opportunities. • Development of a growing 'toolkit' of skills and knowledge to support teaching and learning.	
Other	• 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. • Take responsibility for professional development and actively seek leadership opportunities, positively supporting and guiding other colleagues.	