

Wellbeing & Pastoral Practitioner (LSA1)

GRADE: G 3
REPORTS TO: Pastoral Lead / Head Teacher

1.	PURPOSE OF JOB: To work with individual / groups of students, including those who have additional needs, in accordance with the Outcomes identified on the students EHC plan where appropriate and/or as directed. To provide support across a range of child centered activities to promote in the support of social, emotional and mental health, as well as child development and learning.
2.	MAIN RESPONSIBILITIES, TASKS AND DUTIES
i.	Child Related Promote development and learning (physical, emotional, educational and social). Foster growth, self-esteem and independence, observe and record development
ii.	Support those with additional needs, delivering small group and individual interventions as directed by the pastoral lead and reporting as required to class teams and parents / carers.
iii.	Carry out reasonable daily personal care/hygiene duties and administer basic first aid
iv.	Assist with the supervision and movement of children in and around the school
v.	School Related: Act in accordance with school / trust policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management.
vi.	Assist with the planning and preparation of activities, within the support hub space and in the delivery of local and national initiatives
vii.	Participate in the preparation of the classroom / learning space
viii.	Monitor student's needs and reporting these to a designated person.
ix.	Keep records as required by the school
x.	Have familiarity with all relevant EHC plans and documentation specific to the students.
xi.	Be aware of and support difference to ensure all students have equal access to learning opportunities, contributing to the overall ethos/work/aims of the school.
xii.	Recognise own strengths and areas of expertise and use these to support others.
3.	MANAGEMENT OF PEOPLE / SUPERVISION OF PEOPLE No direct line management responsibilities but is required to occasionally demonstrate duties, give advice and guidance to employees, students or trainees
4.	CREATIVITY & INNOVATION (<i>what innovative & imaginative responses to issues are required to resolve problems?</i>) Required to follow policies and procedures but may need to be creative when

	making suggestions to resolve a child centred problem and when assisting with developing activities.
5.	<p>CONTACTS & RELATIONSHIPS (<i>what personal contacts and relationships are required with other people and organisations to carry out the job?</i>)</p> <p>Direct contact with students and other school based employees. Establish relationships with other agencies/ professionals, under guidance from pastoral lead and / or Head teacher. Communicate with parents\carers under the guidance and supervision of the Pastoral Lead / Head Teacher.</p>
6.	<p>DECISIONS (<i>a requirement to make decisions or recommendations. The extent to which policies, procedures or other guidelines affect your decisions</i>)</p> <p>a) Discretion – the post holder has the following discretions:</p> <p>Decisions are made in line with established policies and procedures. Required to work within school policies, procedures and relevant legislation, particularly in relation to child protection, behaviour management and agreed learning strategies.</p> <p>b) Consequences – the consequences of the post holder’s decisions can be anticipated to impact on the following:</p> <p>Impact on the quality of education of a student or group of student and, indirectly, on parental attitudes to the school, however, any errors should be easily identified and rectified.</p>
7.	<p>RESOURCES (<i>the post holder is personally accountable / responsible for the following:</i>)</p> <p>Learning Resources</p>
8.	<p>WORK ENVIRONMENT</p> <p>a) Work Demands (<i>impact of deadlines and changing and conflicting priorities</i>)</p> <p>Subjected to conflicting priorities due to learning / curriculum and care needs</p> <p>b) Physical Demands (<i>continuing physical effort, bending, lifting, pushing etc.</i>)</p> <p>Subjected to considerable physical demands due, for example, to height of Furniture/ postural support and positive behaviour / interventions..</p> <p>c) Working Conditions (<i>exposure to disagreeable or unpleasant conditions</i>)</p> <p>In general, classroom / learning space based, which also may include outside at times and may be required to undertake reasonable duties of a personal nature.</p> <p>d) Work Context (<i>potential risk to safety & well-being, including abuse and aggression</i>)</p> <p>Potential risk to wellbeing through exposure to aggressive behaviour from Students, verbal abuse or personal care issues with some students. Contact with parents/carers could also potentially expose the postholder to physical/ verbal abuse.</p>
9.	<p>KNOWLEDGE AND SKILLS (<i>required to be fully competent in the post</i>)</p> <p>GCSE or equivalent in maths and English NVQ 3 or equivalent 1 year relevant experience ELSA trained</p>

	<p>Youth Mental Health First Aid</p> <p>Training will be supported if these qualifications are not already held.</p>
9.	<p>OTHER DUTIES</p> <p>The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade will be with the consent of the post holder.</p>

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
QUALIFICATIONS & TRAINING	<ul style="list-style-type: none"> GCSE or equivalent in Maths, English or equivalent level of competency. Education to NVQ3 in Child Care and Education or equivalent qualification (this criteria is based on Ofsted recommendations surrounding qualifications for some age ranges). ELSA Youth Mental Health First Aid Training will be supported if these qualifications are not already held. 	<ul style="list-style-type: none"> Current First Aid qualification
EXPERIENCE	<ul style="list-style-type: none"> 1-year relevant experience Experience of working with students with learning difficulties such as, SLD, ASD, ADHD & SEMH Experience working within a pastoral role, delivery of interventions around social, emotional and mental health to students with additional needs, including ASD, speech, language and communication difficulties, SEMH 	<ul style="list-style-type: none"> Experience of delivering learning activities across Key Stages EYFS to Key Stage 4 / 5, integrating core skills Experience of delivering learning activities to students with additional needs, including ASD, speech, language and communication difficulties, SEMH... Experience across an educational and physical development background

	<ul style="list-style-type: none"> • Experience of supporting with students who are dysregulated 	
KNOWLEDGE & UNDERSTANDING	<ul style="list-style-type: none"> • Working knowledge of relevant policies, procedures, codes of practice and legislation including data protection, child protection and safeguarding • Knowledge of positive behaviour support strategies to support dysregulation. 	<ul style="list-style-type: none"> • Knowledge of first aid • Knowledge of communication development, including Makaton, augmentative systems and autism • Knowledge of inclusion and additional needs • Ability to motivate and inspire students • Knowledge and understanding of current issues in the field of education to allow for greater contribution to the effectiveness of the school • Knowledge of National Curriculum. • Sensory integration therapies, activities and equipment
SKILLS	<ul style="list-style-type: none"> • Excellent communication, organisational and ICT skills • The ability to handle sensitive and confidential information and issues appropriately • The ability to self-evaluate learning needs and actively seek CPD • Good time management skills • Ability to support the delivery of learning activities across a range of subjects, including life skills • Ability to record as directed to support assessment for developing individual learning plans • Ability to implement Individual Learning Plans as directed 	
PERSONAL CHARACTERISTICS	<ul style="list-style-type: none"> • To be able to demonstrate initiative and intuition • Punctual • Approachable and professional • Present smart appearance 	<ul style="list-style-type: none"> • Be able/willing to drive school minibus

	<ul style="list-style-type: none"> • A desire to have a positive impact on outcomes for children and young people • Ability/desire to work collaboratively to effect school improvement • Commitment to enhancing teaching and learning in the schools in the Federation • Enthusiasm • Flexibility • Commitment • Sense of humour • Ability to work as part of a team • Ability to communicate effectively with parents/carers/outside agencies under agreed systems of supervision/direction. • Willingness to take a full part in the life of the School 	
SPECIAL REQUIREMENTS	<ul style="list-style-type: none"> • An Enhanced Disclosure and Barring check will be required • Two references will be required, one of which should be the most recent employer 	

Examples of evidence that could be provided in support of the Personal Learning Journey:

- Evidence of any planning, prep to impact on learning, activities you've delivered, resources to impact on learning
- Records of students' evidence, monitoring around objectives
- Specific case studies around areas of support to impact on learning
- Evidence of personal learning

(this list is not exhaustive and is to give examples only)

I confirm that I have received a copy of this job description and person specification:

Signed

Name

Date