

Role Profile

Part A - Grade & Structure Information

Job Family Code	4CLES	Role Title	Emotional Literacy Support Assistant / Interventions Assistant
Grade	S4	Reports to (role title)	Head Teacher
JE Band	135-160	School	Hurst Green Infant School and Nursery
		Date Role Profile was created	Feb-19

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs	Support all children including those with social, emotional and behavioural difficulties to enable them to effectively access the curriculum. Encourage a learning environment throughout the school which allows children to acquire and develop emotional literacy skills. Key deliverables include:• Working with individuals or groups of children who are experiencing difficulties with emotional literacy or other aspects of school or home life. • Establishing supportive, caring and secure relationships with children, and to be available to offer individual support and someone for a child to talk to. • Develop knowledge of a range of learning and behavioural support needs and to plan, devise and implement appropriate programmes to help develop children's emotional literacy skills and emotional wellbeing. • Creating, developing and producing resources for use with intervention programmes, as appropriate. • Delivering other intervention programmes as directed by Class Teachers, the SENCo and/or SLT. • Ensuring that all records and notes are kept up to date, distributed and filed in accordance with the school's procedures, and that appropriate levels of confidentiality are maintained. • Working as directed by the SENCo/DSL and SLT, to support children in the above ways, either through regular interventions or ad-hoc sessions, as appropriate. • Liaise with the SENCo/DSL and SLT about any relevant matter, as appropriate.
Work Context	Hurst Green School includes a nursery (two year groups) and an infant school (three year groups). It is a single form entry, non-denominational school, set in a semi-rural deprived pocket of Surrey with large grounds.
Line management responsibility if applicable	Not applicable.
Budget responsibility if applicable	Not applicable.

<p>Representative Accountabilities Typical accountabilities in roles at this level in this job family</p>	<p>Support delivery</p> <ul style="list-style-type: none"> • Provide specialised support /interventions for individuals or groups. This may include leading on a specific allocated intervention, under the supervision of senior staff. • Use of specialised equipment/tools. • Monitoring and assist with routine tasks such as cleaning equipment, tidying up and maintaining supplies of materials and equipment. • May carry out personal care routines as appropriate. • Care and respond to pupils' needs in routine, pre-agreed tasks (including routine medical needs). • May occasionally provide support with whole class supervision for teachers' planned lessons. <p>Planning & Organising</p> <ul style="list-style-type: none"> • Plan and organise own work and/or intervention to meet given priorities. • Assess the range and volume of work to be undertaken for the days or weeks ahead and plan to ensure it is completed to time and to an appropriate standard. <p>Resources</p> <ul style="list-style-type: none"> • Operate and check equipment is safe to use and properly adjusted, carry out appropriate maintenance and use equipment in the correct and safe manner. <p>Analysis, Reporting and Documentation</p> <ul style="list-style-type: none"> • Maintain and submit records following relevant school policies & procedures. <p>Work with others</p> <ul style="list-style-type: none"> • Respond to individual needs and/or answer simple queries politely and ask for assistance where necessary. • Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures. • Liaise and work in partnership with key leads for other activities that may impact on own areas of responsibilities. <p>Duties for all</p> <p>Values: To uphold the values and behaviours of the organisation.</p> <p>Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.</p> <p>Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others.</p> <p>The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications.</p> <p>Contribute to and influence children's learning and personal development' should appear in all grades.</p> <p>To have regard to and comply with safeguarding policy and procedures.</p>
<p>Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics</p>	<ul style="list-style-type: none"> • Able to demonstrate basic numeracy and literacy, e.g. through GCSE qualification in English and Maths or equivalent, or able to evidence ability at an equivalent level. • Able to work towards Vocational Qualifications Level 2 or have specialist skills in a relevant field. • Working knowledge of relevant skill set, systems, equipment, processes and procedures. • Competent in a range of IT tools. • May be required to undertake manual handling and physically demanding work. • Ability to apply relevant health and safety, equality and diversity, and other School policies and procedures. • Ability to work with others to provide excellent customer service • Ability to communicate clearly. • Accuracy and ability to prioritise and organise own workload.

Details of the specific qualifications and/or experience if required for the role in line with the above description	ELSA training required. Satisfactory DBS clearance is required.
Role Summary	<p>Roles at this level carry out a range of duties to given standards under some supervision. This may include overseeing an activity and/or use of powered tools and equipment. They will be expected to be able to plan and organise their own workload and /or activity on a day-to-day basis within clear procedures. They will need to understand the objectives of lessons/interventions sufficiently to allow them to support the work of others effectively. Entry to this level may be through some relevant work experience or specialist skills.</p>