

JOB DESCRIPTION

School: EP Collier Primary School	Department/Division: Education & Community Services
Post Reference No:	Location: EP Collier
Post Title: Temporary Welfare Assistant	Grade/Salary Range: RG2b points 3-4. No progression beyond the gateway Gauge Code: K360

JOB PURPOSE

To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for a named pupil or a group of pupils, to support small groups working with a named child, to support the general learning in the classroom as required. Provide general support to the teacher in the management of pupils and the classroom.

DESIGNATION OF POST AND POSITION WITHIN DEPARTMENTAL STRUCTURE

Working under the direction of the classroom teacher. This post will be performance managed by the Teacher in Charge of the Speech & Language Resource.

MAIN DUTIES AND RESPONSIBILITIES

SUPPORT FOR PUPILS

- To assist in the delivery of individual work programmes for pupils with Education, Health and Care plans (EHCPs), under the direction and control of the class teacher or designated supervisor, and to provide feedback
- To work as part of a team to ensure that the well-being, inclusion, social and personal development of the pupil enhances the learning opportunities and development of life skills
- To work with individuals or small groups as directed
- To prepare materials relating to the curriculum under the guidance of the class teacher
- To organise and maintain the learning environment
- To show an understanding of the range of learning, emotional and behavioural difficulties they may encounter
- To be aware of the Equal Opportunities and Behaviour Policies of the school and apply them in practice to promote the inclusion and acceptance of all
- Supervise and support pupils ensuring their safety and access to learning
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- Encourage pupils to interact with others and engage in activities led by the teacher
- Encourage pupils to act independently as appropriate
- Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters

SUPPORT FOR THE TEACHER
• Prepare classroom as directed for lessons and clear afterwards and assist with the display of pupils work • To support the teacher with their responsibility for the development and education of pupils with special needs • Be aware of pupil problems/progress/achievements and report to the teacher as agreed • Undertake pupil record keeping as requested • Support the teacher in managing pupil behaviour, reporting difficulties as appropriate • Gather/report information from/to parents/carers as directed • Provide clerical/admin. support e.g. photocopying, typing, filing, preparation of resources
SUPPORT FOR THE CURRICULUM
• Support pupils to reach their targets as set out in IEPs and their EHCP • Support pupils to understand instructions • Support pupils in all areas of the curriculum including computing as directed by the teacher • Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use
SUPPORT FOR THE SCHOOL
• Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person • Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop • Contribute to the overall ethos/work/aims of the school • Appreciate and support the role of other professionals • Attend relevant meetings as required • Participate in training and other learning activities and performance development as required • Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes • Accompany teaching staff and pupils on visits, trips and out of school activities as required • Staff have a responsibility to Safeguard and promote the welfare of pupils and must demonstrate a commitment to inter-agency working • To participate in relevant INSET activities as required • To uphold the school's confidentiality policy

SCOPE OF JOB (Budgetary/Resource control, Impact)
No budgetary or resource implications
SPECIAL/OTHER REQUIREMENTS OR RESPONSIBILITIES OF THIS POST

What level of DBS check is required for this post? ~~NONE~~/STANDARD/ENHANCED

Does the post require a Protection of Vulnerable Adults (POVA) check? ~~YES~~/NO

Does the post require a Protection of Children Act (POCA) check? ~~YES~~/NO

What other security/safer recruitment clearances are required for this post (excluding standard identity/work permit/education qualification checks)? - Please specify

Is this post 'politically restricted'? ~~YES~~/NO

You have a duty to be aware of your financial responsibilities as outlined within the finance manual.

What Level H&S Responsibilities are applicable to this post? LEVEL 1/~~LEVEL 2~~/~~LEVEL 3~~

SIGNED

Date

PERSON SPECIFICATION



School: EP COLLIER	Department/Division: Education & Community Services
Job Title: TEMPORARY WELFARE ASSISTANT	Post Reference No:

Qualifications/Education/Training:

Educated to a good level in maths and English.
Good literacy and numeracy skills.

Experience

Experience

Working with or caring for children of relevant age

Knowledge, Skills and Abilities

Good verbal and written communication skills.

The ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.

The ability to follow specific instructions from the Resource or class teacher or senior management team.

The ability to work proactively and on own initiative where appropriate.

The ability to use basic technology - computer, photocopier, digital camera.

The ability to relate well to children and adults, including parents, and develop positive working relationships.

The ability to support the children's skills of independence, academic and social and emotional development.

Some understanding of the barriers to learning that a child with SEN may experience.

The ability to remain calm and display patience.

Good organisational skills.

You will understand the importance of confidentiality.

Flexibility and reliability are essential.

A willingness to adhere to school regulations and policies.

An awareness of the need for and ability to follow child safeguarding procedures as directed.

A willingness to participate in development and training opportunities.