

**Part A - Grade & Structure Information**

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| **Job Family Code** | 4CLES | **Role Title** | **Emotional Literacy Support Assistant** |
| **Grade** | P4 | **Reports to (role title)** | **Deputy Head or Head of School** |
| **JE Band** | 135-160 | **School** | **The Howard Partnership Trust** |
| **Date Role Profile created** | **January 2021** |
| **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. THPT reserves the right to review and amend the job families on a regular basis. | | | |
| **Role Purpose**  including key outputs | | Duties include but are not limited to:  • Support with caseloads of the Pastoral Team.  • Delivering ELSA intervention and measuring the impact against outcomes.  • To deliver pastoral interventions related to needs of pupils.  • To provide an effective safe place for students to raise any concerns.  • To actively contribute to the monitoring and identification of high needs social, emotional and mental health students, the co-ordination of a programme of support.  • To liaise with senior leaders in order to signpost parents/carers to external agencies as required.  • To liaise with outside agencies and parents in order to fully support pupils with SMEH needs; this will include contacting and liaising closely with outside agencies, attending meetings and developing school practice in the light of external changes and demands.  • To work closely with the Year teams, SEN team on early identification of students who due to SEMH needs may not make adequate progress: this will include transition work from Year 6 to 7.  • To work closely with the Deputy Head with responsibility for inclusion to support the delivery of training and dissemination of information to staff in line with statutory safeguarding policies.  • To support the needs of the vulnerable pupils during unstructured times within the school day.    Safeguarding:    • To be a member of the Safeguarding Team.  • Support vulnerable students effectively in school.  • Contribute to child strategy meetings, multi-agency meetings, child in need and child protection conferences. | |
| **THPT Work Context and Generic Responsibilities** | | Maintain confidentiality in and outside of the workplace.  Be pro-active in matters relating to health and safety and report accidents as required.  Support aims and ethos of the school setting a good example in terms of dress, behaviour, punctuality and behaviour, punctuality and attendance.  Uphold and support the School’s Policies and procedures on the Safeguarding of young people. | |
| **Line management responsibility**  if applicable | | N/A | |
| **Budget responsibility**  if applicable | | N/A | |
| **Representative Accountabilities** Typical accountabilities in roles at this level in this job family | | Support delivery  • 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.  Planning & Organising  • 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.  Resources  • Operate and check equipment is safe to use and properly adjusted, carry out appropriate maintenance and use equipment in the correct and safe manner.  Analysis, Reporting and Documentation  • Maintain and submit records following relevant school policies & procedures.  Work with others  • 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.  Duties for all  Values: To uphold the values and behaviours of the organisation.  Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.  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.  The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications.  Contribute to and influence children’s learning and personal development’ should appear in all grades.  To have regard to and comply with safeguarding policy and procedures. | |
| **Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics** | | • 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** | | 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. | |
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