



Person Specification: 1 to 1 Key Worker

G2 Personal Welfare Support Assistant/ Learning Mentor **3 positions available on fixed term temporary basis.**

The 1:1 Key Worker is required to support a child in Year 6. The needs of this child are outlined in their EHCP which the successful candidate will receive training on with our designated SENCO and KS2 phase lead.

We can offer:

- An extremely supportive, friendly team and work environment
- Well-behaved, enthusiastic, happy and motivated children who are eager to learn
- A committed team of friendly staff, supportive parents and a forward thinking Local Academy Council
- Professional development opportunities
- High expectations of pupil behaviour and achievement

We are looking for a person who is:

- Committed to ensuring that children are PROUD of all we do
- Willing and committed to supporting pupils who require additional support
- Able to work in partnership with all children, parents, staff and the wider community
- Able to challenge pupils to achieve beyond their expectations
- Able to provide stimulating and engaging experiences for our children and support them to become lifelong learners

Please contact the Academy if you require any further information on.

dave.kerr@johnwheeldon.staffs.sch.uk

01785 594 444

Closing date: Wednesday 4th December 2024 at 1.00pm.

Interviews will be taking place later in the we06.12.24.

CHILDREN AND LIFELONG LEARNING – HR SERVICES

School				
Job No.	Post Title	Grade	JE Pts	Date
	Personal Welfare Support Assistant	Grade 2	SP3	Sept 24.

Statement of Purpose

To provide specific support to a teacher in the care and welfare of a given pupil. Provide work under the direct instruction of teaching staff, usually in the classroom with the teacher. Provide general support to the teacher in the care of pupils and management of the classroom.

Support to Pupils

- Assist a child in matters of personal needs and their general health, and welfare matters with specific reference to toileting and changing as required
- Supervise and support pupils, ensuring their safety by complying with good H&S practice.
- Encourage pupils to interact with others and engage in activities led by the teacher.

Support to Teacher

- Undertake routine administrative tasks, e.g. pupil record-keeping as requested.
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
- Appropriate liaison with parents on general pupil matters.

Support to Curriculum

- Attend training sessions as required for CPD purposes and to ensure appropriate skill level is obtained to undertake role, e.g. behaviour management strategies.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- 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.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.¹
- Participate in training and other learning activities and performance development as required. (See footnote 1).
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

CHILDREN AND LIFELONG LEARNING – HR SERVICES

Person Specification
Personal Welfare Support Assistant
Level 1

Essential Criteria	Measured By
Experience <ul style="list-style-type: none">Working with or caring for children of relevant age.	AF/I
Qualifications/Training <ul style="list-style-type: none">Good understanding of numeracy/literacy skills.Participate in development and training opportunities.	AF/T/I
Knowledge/Skills <ul style="list-style-type: none">Good communication skills.Ability to relate well to children and adults.Have good organisational skills.Basic knowledge of first aid; e.g. emergency first aid course.Ability to work constructively as part of a team and on own initiative.Have a flexible approach to work and be prepared to undertake routine admin tasks outside of the classroom if required.	AF/I

CHILDREN AND LIFELONG LEARNING – HR SERVICES

<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Customer focused. • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a "can do" attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	<p>AF/I</p>
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AF - Application form I - Interview T - Test

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- *Motivation to work with children and young people.*
- *Ability to form and maintain appropriate relationships and personal boundaries with children and young people.*
- *Emotional resilience in working with challenging behaviours and*
- *Attitudes to use of authority and maintaining discipline.*