

**SCHOOL SUPPORT STAFF ROLE PROFILES  
WITH NJC JES MODEL EVALUATIONS  
PUPIL SUPPORT/ WELFARE ROLE PROFILES**

**Index**

<b>Role</b>	<b>Page</b>
<b>Behaviour Management</b>	<b>1</b>
<b>Midday Supervisor 1</b>	<b>3</b>
<b>Midday Supervisor 2</b>	<b>5</b>
<b>Midday Supervisor 3</b>	<b>7</b>
<b>Learning Mentor 1</b>	<b>9</b>
<b>Learning Mentor 2</b>	<b>11</b>
<b>Learning Mentor 3</b>	<b>13</b>
<b>Pupil Wellbeing Management</b>	<b>15</b>
<b>School Attendance and Family Support 1</b>	<b>17</b>
<b>School Attendance and Family Support 2</b>	<b>19</b>



<b>Role Title</b>				
<b>Behaviour Management</b>				
<b>Purpose of the role (job statement)</b>				
To manage the behaviour of pupils and work effectively with other staff, families and carers to overcome behavioural obstacles to learning.				
<b>Responsibilities</b>				
Key duties:				
<ol style="list-style-type: none"> <li>1. Lead the management of pupil behaviour</li> <li>2. Undertake the assessment of the needs of individual pupils</li> <li>3. Advise senior management team in the production and implementation of whole school plans, initiatives and strategies to improve pupil behaviour</li> <li>4. Manage a caseload of pupils in improving their behaviour and learning</li> <li>5. Maintain case files of excluded pupils, recording contact with the pupil and their families/carers</li> <li>6. Monitor and evaluate pupil progress, including production of assessment reports</li> <li>7. Liaise with external agencies to improve pupil behaviour</li> <li>8. Manage the supervision of pupils excluded from school or following a different timetable</li> <li>9. Liaise with parents / carers of excluded pupils to explain the reasons for exclusion and agree a way forward, including procedures for return to school</li> <li>10. Provide advice and support to parents / carers of excluded pupils</li> <li>11. Support the re-integration of pupils back to school to help prevent future exclusions.</li> <li>12. Work with feeder school to ensure a smooth transition of pupils between phases</li> </ol>				
Individuals in this role may also:				
<ol style="list-style-type: none"> <li>1. Organise and deliver training sessions on behaviour management to other staff</li> <li>2. Assist in the supervision of pupils during out of school activities.</li> </ol>				
<b>Indicative knowledge, skills and experience</b>				
<ul style="list-style-type: none"> <li>• Working at relevant national occupational standards (NOS) in supporting teaching and learning / learning, development and support services with knowledge / skills equivalent to national qualifications at levels such as Supporting Teaching and Learning (STL), Learning Development and Support Services (LDSS) plus specialist knowledge of behaviour management.</li> </ul>				
<b>Job Evaluation Assessment</b>				
<b>Factor</b>		<b>Relevant Job Information</b>	<b>JE Level</b>	
1.	Knowledge	Knowledge and skills equivalent to national qualifications at level 3 plus knowledge of procedures, practices and techniques for behaviour management.	4	80
2.	Mental Skills	Requires frequent analysis and interpretation of sensitive and complex situations, such as root causes for behaviour issues and how to respond to these. Forward planning and organising is typically required for periods of up to a year.	4	80

3.	Interpersonal & Communication Skills	Communicates with pupils, parents / carers and external agencies to improve pupil behaviour. Responds to often complex and sensitive situations and needs, providing advice and support. Needs to motivate parents/carers and pupils to improve behaviour.	4	52
4.	Physical Skills	Standard keyboard skills	2	26
5.	Initiative & Independence	Work with staff to produce and implement whole school plans, initiatives and strategies to improve pupil behaviour.	4	52
6.	Physical Demands	Requires normal physical effort, with a mixture of sitting, walking and carrying minor loads.	1	10
7.	Mental Demands	Lengthy periods of concentrated sensory attention in engaging with pupils with behavioural difficulties. Medium periods of concentrated mental attention for monitoring and evaluating pupil progress, including production of assessment reports.	3(c)	30
8.	Emotional Demands	Frequently dealing with complex and extremely challenging pupil behaviour and their families/carers.	3	30
9.	Responsibility for People Wellbeing	Responsible for the supervision of individual or small groups of pupils to provide advice, motivation and support on behaviour and welfare issues. Supervises those not following a normal timetable or have been excluded. Manages a caseload of pupils in improving their behaviour and learning.	4	52
10.	Responsibility for Supervision	May demonstrate own duties to new or less experienced staff.	1	13
11.	Responsibility for Financial Resources	May handle small amounts of cash for activities.	1	13
12.	Responsibility for Physical and Information Resources	Maintains and updates sensitive pupil case files.	2	26
13.	Working Conditions	Work normally in an office environment, but may sometimes involve home visits. Some exposure to serious abuse	2	20
<b>Total</b>				<b>456</b>

<b>Role Title</b>					
<b>Midday Supervision 1</b>					
<b>Purpose of the role (job statement)</b>					
To work as part of a team monitoring pupil behaviour during the midday break.					
<b>Responsibilities <sup>1</sup></b>					
Key duties:					
<ol style="list-style-type: none"> <li>1. Supervise activities and maintain the health, safety, welfare, good conduct and safeguarding of pupils during the midday break, having regard to special or additional needs.</li> <li>2. Report incidents in line with school policy.</li> </ol>					
Individuals in this role may also undertake some or all of the following:					
<ol style="list-style-type: none"> <li>1. Assist in the supervision of other activities during the midday break, including setting out and storing equipment</li> <li>2. Operate tills and take money / vouchers as meal payment</li> <li>3. Encourage pupils to select and eat healthy balanced meals</li> <li>4. Clean up spillages of food or liquid during meal service</li> <li>5. Wipe down tables and clean dining areas between meals</li> <li>6. Undertake similar work at other times, such as before and after school.</li> </ol>					
<b>Indicative knowledge, skills and experience</b>					
<ul style="list-style-type: none"> <li>• .Requires knowledge of school procedures for supervision of midday meals service and lunchtime activities.</li> </ul>					
<b>NJC Job Evaluation Assessment</b>					
<b>Factor</b>	<b>Relevant Job Information</b>			<b>JE Level</b>	<b>Points</b>
1.	Knowledge	Requires knowledge of school procedures for supervision of pupils during midday break.		1	20
2.	Mental Skills	Routine cleaning decisions. Reports behavioural problems		1	13
3.	Interpersonal & Communication skills	Communicate with pupils during midday breaks e.g. to encourage healthy meal selection, oversee play activities,		2	26
4.	Physical Skills	May require skills for using till, assembling activity equipment		1	13
5.	Initiative & Independence	Follows procedures and instructions. Supervision readily available.		1	13
6.	Physical Demands	Short periods of effort for carrying loads and cleaning.		2	20

<sup>1</sup> Duties relating to supporting pupils with health care needs are not included in this profile. The NJC recognises that many of these duties are carried out on a voluntary basis in different ways. Therefore, if this duty becomes a requirement of the job, as part of an agreement between employers and unions, it should be set out in the job description as an additional duty allowing it to be accounted for in the evaluation of the role (and therefore in remuneration as appropriate).

7.	Mental Demands	Prolonged periods of sensory attention required. Work is regularly interrupted by pupils.	4(a)	40
8.	Emotional Demands	Occasionally exposed to emotionally demanding situations e.g. dealing with distressed pupils, during the midday break, with senior staff taking responsibility for resolving issues.	2	20
9.	Responsibility for People Wellbeing	Oversees pupils' dining and play activities during the midday break. Ensuring pupil safety.	2	26
10.	Responsibility for Supervision	May demonstrate own duties to new or less experienced staff.	1	13
11	Responsibility for Financial Resources	May handle small sums of cash.	1	13
12.	Responsibility for Physical, and Information Resources	Responsible for the safe use of equipment.	1	13
13	Working Conditions	Work is normally in areas which are noisy and may involve spillages. Playground duty is outdoors in most weathers	3	30
<b>Total</b>				<b>260</b>

<b>Role Title</b>				
<b>Midday Supervision 2</b>				
<b>Purpose of the role (job statement)</b>				
To work as part of a team, supervising other staff and monitoring pupils' behaviour during the midday break.				
<b>Responsibilities <sup>2</sup></b>				
Key duties:				
<ol style="list-style-type: none"> <li>1. Allocate duties to midday assistants</li> <li>2. Organise supervision of pupils during the midday break</li> <li>3. Oversee the supervision of activities and maintain the health, safety, welfare, good conduct and safeguarding of pupils during the midday break</li> <li>4. Report incidents in line with school policy</li> <li>5. Liaise with colleagues on how to meet any individual pupil needs (e.g. SEN).</li> </ol>				
Individuals in this role may also undertake some or all of the following:				
<ol style="list-style-type: none"> <li>1. Select and order playground equipment</li> <li>2. Operate tills and take money / vouchers as meal payment</li> <li>3. Undertake playground supervision</li> <li>4. Undertake similar work at other times such as before and after school</li> <li>5. Ensure adequate first aid treatment is available during the midday break.</li> <li>6. Encourage pupils to select and eat healthy balanced meals</li> <li>7. Oversee and participate in dining arrangements this includes the cleaning up of spillages of food or liquid during meal service and wiping down of tables and clean dining areas between meals</li> <li>8. Set up and run activities for pupils in playground areas</li> </ol>				
<b>Indicative knowledge, skills and experience</b>				
<ul style="list-style-type: none"> <li>• Knowledge and skills requirements equivalent to those set out in the qualification Supporting the Wider Curriculum in schools, or equivalent experience</li> <li>• Requires knowledge of school procedures for supervision of midday meals service and lunchtime activities.</li> </ul>				
<b>NJC Job Evaluation Assessment</b>				
<b>Factor</b>	<b>Relevant Job Information</b>	<b>JE Level</b>	<b>Points</b>	
1.	Knowledge	Requires knowledge of school procedures for supervision of midday meal service, midday assistants and playground activities.	2	40
2.	Mental Skills	Decisions on allocation of the work of midday assistants to ensure the adequate supervision of pupils during the midday break.	2	26
3.	Interpersonal & Communication skills	Communicate with pupils during midday meals to ensure safety, welfare and good conduct; liaise with other staff to meet individual pupil needs and ensure adequate supervision and exchange information about incidents and pupil behaviour.	3(b)	39

<sup>2</sup> Duties relating to supporting pupils with health care needs are not included in this profile. The NJC recognises that many of these duties are carried out on a voluntary basis in different ways. Therefore, if this duty becomes a requirement of the job, as part of an agreement between employers and unions, it should be set out in the job description as an additional duty allowing it to be accounted for in the evaluation of the role (and therefore in remuneration as appropriate).

4.	Physical Skills	May require skills for using till, assembling activity equipment	1	13
5.	Initiative & Independence	Make decisions within instructions regarding the staffing requirements during the midday break. Responds to incidents. Refer complex problems in line with school policy.	2	26
6.	Physical Demands	Short periods of greater effort for carrying loads and cleaning.	2	20
7.	Mental Demands	Prolonged period of sensory attention required. Work is regularly interrupted by pupils & other midday staff	4(a)	40
8.	Emotional Demands	Occasionally exposed to emotionally demanding situations e.g. dealing with distressed pupils, during the midday break.	2	20
9.	Responsibility for People Wellbeing	Oversee pupils' dining and play activities during the midday break, ensuring pupil safety.	2	26
10.	Responsibility for Supervision	Regular allocation of tasks and duties to midday staff.	2	26
11.	Responsibility for Financial Resources	May handle small sums of cash	1	13
12.	Responsibility for Physical and Information Resources	Responsible for the safe use of inexpensive equipment	1	13/26
		Select and order playground equipment	2(g)	
13.	Working Conditions	Work is normally in areas which are noisy and may involve spillages. Playground duty is outdoors in most weather	3	30
<b>Total</b>				<b>332-345</b>



<b>Role Title</b>				
<b>Midday Supervision 3</b>				
<b>Purpose of the role (job statement)</b>				
To lead a team of midday staff, monitoring pupils behaviour during the midday break.				
<b>Responsibilities <sup>3</sup></b>				
Key duties:				
<ol style="list-style-type: none"> <li>1. Line manage all midday staff</li> <li>2. Oversee and manage duty rotas for midday supervision</li> <li>3. Ensure and oversee the supervision of pupils during the midday break and respond to challenging behaviour as reported by other midday staff</li> <li>4. Encourage pupils to select and eat healthy balanced meals</li> <li>5. Oversee dining room supervision, ensuring that spillages of food or liquid during meal service are cleaned up, tables are wiped down and dining areas are cleaned between meals</li> <li>6. Plan and organise recreational and physical activities during the midday break</li> <li>7. Report incidents in line with school policy</li> <li>8. Liaise with colleagues on how to meet any individual pupil needs (e.g. SEN).</li> </ol>				
Individuals in this role may also undertake some or all of the following:				
<ol style="list-style-type: none"> <li>1. Ensure adequate first aid treatment is available during the midday break</li> <li>2. Operate tills and take money / vouchers as meal payment</li> <li>3. Undertake playground supervision</li> <li>4. Manage a budget for provision of equipment and materials</li> <li>5. Undertake similar work at other times, such as before and after school.</li> </ol>				
<b>Indicative knowledge, skills and experience</b>				
<ul style="list-style-type: none"> <li>• Knowledge and skills requirements equivalent to those set out in the qualification Supporting the Wider Curriculum in Schools,</li> <li>• Requires skills in working with children and young people and in supervising the work of others</li> </ul>				
<b>NJC Job Evaluation Assessment</b>				
<b>Factor</b>		<b>Relevant Job Information</b>	<b>JE Level</b>	<b>Points</b>
1.	Knowledge	Requires knowledge of school procedures for supervision of midday meal service and organisation of playground activities. Knowledge for planning and managing the work of others.	3	60
2.	Mental Skills	Plans and manages rotas, creating/developing recreational activities for break time.	3	39
3.	Interpersonal & Communication skills	Effective communication skills to encourage healthy eating and ensure safety, welfare and the management of good conduct of pupils. Motivating Midday Supervisors	3(b)	39
4.	Physical Skills	May require skills for using till, assembling activity equipment	1	13

<sup>3</sup> Duties relating to supporting pupils with health care needs are not included in this profile. The NJC recognises that many of these duties are carried out on a voluntary basis in different ways. Therefore, if this duty becomes a requirement of the job, as part of an agreement between employers and unions, it should be set out in the job description as an additional duty allowing it to be accounted for in the evaluation of the role (and therefore in remuneration as appropriate).

5.	Initiative & Independence	Makes decisions within recognised procedures on the effective deployment of midday supervisory staff and the management of incidents.	3	39
6.	Physical Demands	Short periods of effort for carrying loads and cleaning.	2	20
7.	Mental Demands	Prolonged periods of sensory attention required. Work is regularly interrupted by pupils and other midday staff	4(a)	40
8.	Emotional Demands	Occasionally exposed to emotionally demanding situations e.g. dealing with distressed pupils, during the midday break.	2	20
9.	Responsibility for People Wellbeing	Oversee pupils' dining and play activities during the midday break, ensuring pupils safety.	2	26
10.	Responsibility for Supervision	Responsible for management of team of midday staff.	3	39
11	Responsibility for Financial Resources	May handle small sums of cash	1	13/26
		May manage a small budget for provision of equipment and materials	2(c)	
12.	Responsibility for Physical and Information Resources	Responsible for the selection, ordering and storing of equipment.	2(g)	26
13.	Working Conditions	Work is normally in areas which are noisy and may involve spillages. Playground duties are in most weathers.	3	30
<b>Total</b>				<b>404-417</b>

<b>Role Title</b>					
<b>Learning Mentor 1</b>					
<b>Purpose of the role (job statement)</b>					
To mentor one or a small group of pupils who require additional support to overcome barriers to learning, under the guidance of teachers / senior staff.					
<b>Responsibilities<sup>4</sup></b>					
Key duties:					
<ol style="list-style-type: none"> <li>1. Liaise with teaching staff to provide particular support to targeted pupils to raise achievement and attendance and help them to overcome barriers to learning</li> <li>2. Provide input to the identification of needs, assessing those pupils needing extra support and the development of individual action plans for targeted pupils</li> <li>3. Work in a one-to-one relationship with targeted pupils to implement an action plan</li> <li>4. Assist in maintaining contact with pupils' families/carers to inform them of progress and issues</li> <li>5. Provide extra support to pupils through knowledge of a range of activities and opportunities available to them</li> <li>6. Support pupil access to out of school facilities and study support</li> <li>7. Collate information and maintain records of pupil achievement and attendance.</li> <li>8. Maintain confidentiality in relation pupils' personal circumstances.</li> </ol>					
Individuals in this role may also undertake some or all of the following:					
<ol style="list-style-type: none"> <li>1. Participate in home visits to support pupils and discuss issues and progress</li> <li>2. Take part in the provision of out of school activities</li> <li>3. Support the transition of pupils between phases.</li> </ol>					
<b>Indicative knowledge, skills and experience</b>					
<ul style="list-style-type: none"> <li>• Working towards national occupational standards (NOS) for learning, development and support services and knowledge / skills equivalent to current national qualifications in learning, development and support services for children, young people and those who care for them at level 3.</li> </ul>					
<b>NJC Job Evaluation Assessment</b>					
<b>Factor</b>	<b>Relevant Job Information</b>			<b>JE Level</b>	<b>Score</b>
1.	Knowledge	Requires knowledge of procedures for a range of tasks supporting individual pupils needing additional assistance to overcome barriers to learning, acquired through formal training or equivalent experience.		3	60
2.	Mental Skills	Contributes to assessment of needs and to the development of action plans for pupils identified as requiring mentoring support; identifies suitable activities, opportunities.		3	39

<sup>4</sup> Duties relating to supporting pupils with health care needs are not included in this profile. The NJC recognises that many of these duties are carried out on a voluntary basis in different ways. Therefore, if this duty becomes a requirement of the job, as part of an agreement between employers and unions, it should be set out in the job description as an additional duty allowing it to be accounted for in the evaluation of the role (and therefore in remuneration as appropriate).

3.	Interpersonal & Communication skills	Develops relationships with pupils to provide advice and guidance on learning and development, liaises with parents / carers and external agencies.	3(a) and (d)	39
4.	Physical Skills	Keyboard skills for maintaining computerised records	2	26
5.	Initiative & Independence	Contributes to decisions with a direct impact on individual pupils and their families/carers. Operates within set guidelines, responds independently to unexpected circumstances.	3	39
6.	Physical Demands	Requires normal physical effort, with a mixture of sitting, walking and carrying minor loads.	1	10
7.	Mental Demands	Lengthy periods of concentrated sensory and enhanced mental attention for work with allocated pupils.	3(a) and (b)	30
8.	Emotional Demands	Regularly exposed to emotionally demanding situations, due to dealing with complex and sensitive needs of individual pupils and their families/carers.	3(a) and (b)	30
9.	Responsibility for People Wellbeing	Under the instructions of a teacher or other professional, responsible for mentoring individual or small groups of pupils. Develops one-to-one relationships with pupils with particular learning needs and assesses needs on a day to day basis.	3(a)	39
10.	Responsibility for Supervision	May demonstrate own duties to new or less experienced staff.	1	13
11.	Responsibility for Financial Resources	May handle small amounts of cash for activities.	1	13
12.	Responsibility for Physical and Information Resources	Maintains and updates individual learning records, which may involve sensitive and confidential information.	2(a)	26
13.	Working Conditions	Work is in a classroom or office environment, but may sometimes involve home visits.	2	20
<b>Total</b>				<b>384</b>

<b>Role Title</b>			
<b>Learning Mentor 2</b>			
<b>Purpose of the role (job statement)</b>			
To mentor one or a small group of pupils who require additional support to overcome barriers to learning.			
<b>Responsibilities<sup>5</sup></b>			
Key duties:			
<ol style="list-style-type: none"> <li>1. Liaise with teaching staff to assess and provide particular support to targeted pupils to raise achievement and enable them to overcome barriers to learning</li> <li>2. Identify the needs and assess those pupils requiring extra support and support the development of individual action plans for targeted pupils</li> <li>3. Work in a one-to-one relationship with targeted pupils to implement an action plan</li> <li>4. Work with parents / carers to help address poor performance/attendance/behaviour</li> <li>5. Undertake home visits to keep parents/carers informed and secure positive family support</li> <li>6. Monitor the implementation of plans and report on progress achieved, support the re-integration of pupils excluded from school or following an alternative timetable</li> <li>7. Provide extra support to pupils through knowledge of a range of activities and opportunities available to them</li> <li>8. Support the development of partnerships with external agencies/organisations to set up resources/initiatives to help address barriers to learning</li> <li>9. Maintain accurate pupil records and prepare written reports and evaluations.</li> <li>10. Maintain confidentiality in relation to pupils' personal circumstance.</li> </ol>			
Individuals in this role may also undertake some or all of the following:			
<ol style="list-style-type: none"> <li>1. Supervise other learning mentor staff</li> <li>2. Develop a range of study support activities, such as homework clubs</li> <li>3. Support the transition of pupils moving between schools e.g. primary to secondary</li> <li>4. Supervise pupils excluded from class or those following alternative timetables</li> <li>5. Contribute to the development of activities to encourage family involvement in the school.</li> </ol>			
<b>Indicative knowledge, skills and experience</b>			
<ul style="list-style-type: none"> <li>• Working at national occupational standards (NOS) for learning, development and support services and knowledge / skills equivalent to current national qualifications in learning, development and support services for children, young people and those who care for them at level 4.</li> </ul>			
<b>NJC Job Evaluation Assessment</b>			
<b>Factor</b>	<b>Relevant Job Information</b>	<b>JE Level</b>	<b>Score</b>
1.	Knowledge Requires specialist knowledge of a range of procedures for assessing needs, developing action plans and supporting individual pupils needing additional assistance to overcome barriers to learning, acquired through formal training or equivalent experience	4	80

<sup>5</sup> Duties relating to supporting pupils with health care needs are not included in this profile. The NJC recognises that many of these duties are carried out on a voluntary basis in different ways. Therefore, if this duty becomes a requirement of the job, as part of an agreement between employers and unions, it should be set out in the job description as an additional duty allowing it to be accounted for in the evaluation of the role (and therefore in remuneration as appropriate).

2.	Mental Skills	Identifies needs of targeted pupils, develops action plan; monitors and assesses, analyses progress made and may need to change approach as a result. This involves the interpretation of complex problems with a variety of possible solutions.	4	52
3.	Interpersonal & Communication skills	Develops relationships with pupils, parents / carers (including home visits) and school staff. Requires empathy in dealing with sensitive and complex needs of pupils, parents / carers. Needs skills to motivate pupils and their parents / carers. Liaises with external agencies.	4(a) and (c)	52
4.	Physical Skills	Keyboard skills for computerised report writing	2	26
5.	Initiative & Independence	Makes decisions with a direct impact on individual pupils and their families/carers. Operates within set guidelines, responds to unexpected circumstances.	3	39
6.	Physical Demands	Requires normal physical effort, with a mixture of sitting, walking and carrying minor loads.	1	10
7.	Mental Demands	Lengthy periods of concentrated sensory attention for work with allocated pupils.	3(a)	30
8.	Emotional Demands	Regularly exposed to emotionally demanding situations, due to dealing with complex and sensitive needs of individual pupils and their families/carers.	3(a) and (b)	30
9.	Responsibility for People Wellbeing	Responsible for mentoring individual or small groups of pupils, including assessment of complex needs. Develops one-to-one relationships with pupils.	4(a)	52
10.	Responsibility for Supervision	May demonstrate own duties to new or less experienced staff	1	13/26
		Some day-to-day allocation of work to other learning mentors, requiring occasional supervisory responsibility.	2	
11.	Responsibility for Financial Resources	May handle small amounts of cash for activities	1	13
12.	Responsibility for Physical and Information Resources	Maintains and updates individual learning records, which may involve sensitive and confidential information.	2(a)	26
13.	Working Conditions	Work is normally in a classroom or office environment and involves some home visits.	2	20
<b>Total</b>				<b>443-456</b>

<b>Role Title</b>			
<b>Learning Mentor 3</b>			
<b>Purpose of the role (job statement)</b>			
To supervise and coordinate a team of mentors to address the needs of pupils who require additional support to overcome barriers to learning.			
<b>Responsibilities<sup>6</sup></b>			
Key duties:			
<ol style="list-style-type: none"> <li>1. Liaise with teaching staff to assess and provide particular support to targeted pupils to raise achievement and enable them to overcome barriers to learning</li> <li>2. Be accountable for identification in one or a cluster of schools of the needs and assess those pupils requiring extra support and develop individual action plans for targeted pupils and work with an allocation of pupils</li> <li>3. Line manage other learning mentors within the school, including staff training and development</li> <li>4. Work with parents / carers to help address poor performance/attendance/behaviour</li> <li>5. Undertake home visits to keep parents/carers informed and secure positive family support</li> <li>6. Monitor the implementation of plans and report on progress achieved, support the re-integration of pupils excluded from school or following an alternative timetable</li> <li>7. Provide extra support to pupils through knowledge of a range of activities and opportunities available to them</li> <li>8. Contribute to improving the learning mentor service and school plans</li> <li>9. Develop and maintain partnerships with external agencies/organisations to set up resources/initiatives to help address barriers to learning.</li> <li>10. Maintain confidentiality in relation to pupils' personal circumstances.</li> </ol>			
Individuals in this role may also undertake some or all of the following:			
<ol style="list-style-type: none"> <li>1. Manage study support activities, such as homework clubs</li> <li>2. Support the transition of pupils moving between schools e.g. from primary to secondary</li> <li>3. Contribute to the development of activities to encourage family involvement in the school</li> <li>4. Manage the budget for the mentoring service.</li> <li>5. Plan delivery of learning mentor service for the academic year.</li> </ol>			
<b>Indicative knowledge, skills and experience</b>			
<ul style="list-style-type: none"> <li>• Working at or towards national occupational standards (NOS) for learning, development and support services and knowledge / skills equivalent to level 4.</li> </ul>			
<b>NJC Job Evaluation Assessment</b>			
<b>Factor</b>	<b>Relevant Job Information</b>	<b>JE Level</b>	<b>Score</b>
1.	Knowledge	Requires practical and procedural knowledge for assessing needs, developing action plans and supporting individual pupils needing additional assistance to overcome barriers to learning plus managerial experience in a related environment	4 80

<sup>6</sup> Duties relating to supporting pupils with health care needs are not included in this profile. The NJC recognises that many of these duties are carried out on a voluntary basis in different ways. Therefore, if this duty becomes a requirement of the job, as part of an agreement between employers and unions, it should be set out in the job description as an additional duty allowing it to be accounted for in the evaluation of the role (and therefore in remuneration as appropriate).

		and skills and knowledge equivalent to national qualifications level 4, acquired either through formal off the job training supplemented by induction or extended experience and/or training in relevant area		
2.	Mental Skills	Identifies needs of targeted pupils, develops action plan; monitors and assesses, analyses progress made and may need to change approach as a result. This involves the interpretation of complex problems with a variety of possible solutions.	4	52
3.	Interpersonal & Communication skills	Develops relationships with pupils, families / carers (including home visits) and school staff. Requires empathy in dealing with sensitive and complex needs of pupils and their families / carers. Needs to motivate pupils, families / carers, other learning mentors. Liaises with external agencies to identify and secure appropriate resources.	4(a)(b) and (c)	52
4.	Physical Skills	Keyboard skills for computerised report writing	2	26
5.	Initiative & Independence	Manage the learning mentor service, choice of resources and nature of support, which has an impact on pupils and their families / carers. Decisions have a significant direct impact on service provision.	4	52
6.	Physical Demands	Requires normal physical effort, with a mixture of sitting, walking and carrying minor loads.	1	10
7.	Mental Demands	Lengthy periods of concentrated sensory attention for work with allocated pupils	3(a) (b)	30
8.	Emotional Demands	Regularly exposed to emotionally demanding situations, due to dealing with complex and sensitive needs of individual pupils, their families/carers and other Learning Mentors.	3(a) and (b)	30
9.	Responsibility for People Wellbeing	Responsible for learning mentor programmes for individual or small groups of pupils, which includes assessment, interaction and supervision of them. Develops one-to-one relationships with pupils with particular learning needs. Makes recommendation for service improvements.	4(a)	52
10.	Responsibility for Supervision	Responsibility for supervision of a team of learning mentors	3	39/52
		Responsible for management of team across cluster of schools.	4	
11.	Responsibility for Financial resources	Handles small amounts of cash for activities	1	13/26
		Manages budget for mentoring service	2(c)	
12.	Responsibility for Physical and Information Resources	Maintains and updates individual learning records, which may involve sensitive and confidential information.	2(a)	26
13.	Working conditions	Works normally in a classroom or office environment and undertakes some home visits.	2	20
<b>Total</b>				<b>482 - 508</b>



<b>Role Title</b>				
<b>Pupil Wellbeing Management</b>				
<b>Purpose of the role (job statement)</b>				
To support pupil wellbeing within the school, addressing the mental and physical needs of pupils to overcome barriers to learning.				
<b>Responsibilities</b>				
Key duties:				
<ol style="list-style-type: none"> <li>1. Provide support and advice to pupils to promote their social care and personal development</li> <li>2. Assist in resolving relationship issues between pupils</li> <li>3. Maintain links with families / carers of pupils in need of additional support.</li> <li>4. Oversee support packages for pupils to reintegrate them into school following periods of exclusion / absence</li> <li>5. Organise the supervision of pupils excluded from or not otherwise working to a normal timetable</li> <li>6. Facilitate the sharing of information between the school and external agencies and act as the point of contact for specialist support services</li> <li>7. Be responsible for the development and monitoring of individual action plans</li> <li>8. Line manage other pupil support staff</li> <li>9. Support the delivery of PSHE lessons</li> </ol>				
Individuals in this role may also:				
<ol style="list-style-type: none"> <li>1. Manage finances within a budget and arrange funding for activities and events.</li> </ol>				
<b>Indicative knowledge, skills and experience</b>				
<ul style="list-style-type: none"> <li>• At national occupational standards (NOS) for supporting teaching and learning Level 3 including relevant optional units and knowledge / skills equivalent to current national qualifications Level 3 based on the standards.</li> <li>• Additional specialist knowledge gained from extensive experience in working with pupils in pastoral care and support.</li> </ul>				
<b>Job Evaluation Assessment</b>				
<b>Factor</b>		<b>Relevant Job Information</b>	<b>JE Level</b>	<b>Score</b>
1.	Knowledge	Experience in providing pastoral support equivalent to national qualifications in supporting teaching and learning at level 3 plus extensive experience in the field.	4	80
2.	Mental Skills	Resolves issues relating to individual pupils, implements well being policies. Analyses information relating to the well-being needs of individual or groups of pupils and develop action plans.	4	52
3.	Interpersonal & Communication Skills	Skills required to communicate with parents / carers and external agencies and to provide pastoral support and advice to pupils. Empathy and sensitivity are required.	4	52

4.	Physical Skills	Maintains records of activity/interaction – keyboard use	2	26
5.	Initiative & Independence	Decides on individual support packages for pupils. Decisions have a significant impact on pupils.	4	52
6.	Physical Demands	Requires normal physical effort, with a mixture of sitting, walking and carrying minor loads.	1	10
7.	Mental Demands	Working with individual or small groups of pupils where activities are regularly interrupted. Develop and monitor IEP's May be longer periods of interaction with pupils removed from normal timetable (Learning Support Units)	3	30
8.	Emotional Demands	Frequently exposed to emotionally demanding behaviours and situations and deals with excluded pupils. Working closely with those excluded or at risk of exclusion	3	30
9.	Responsibility for People Wellbeing	Provides support and advice to pupils and assists in resolving pastoral support issues. Develops IEPs for pupils where appropriate.	4	52
10.	Responsibility for Supervision	Line management responsibility for a team of other pastoral support staff.	3	39
11.	Responsibility for Financial Resources	Little or no financial responsibility	1	13/26
		Manage finances within a budget and arrange funding for activities and events.	2	
12.	Responsibility for Physical and Information Resources	Maintains and updates records requiring confidentiality/security,	2	26
13.	Working Conditions	Work is normally carried out in an office environment and occasionally in a classroom.	1	10/20
		Abuse from excluded children (noting working more closely with excluded/difficult groups)	2	
<b>Total</b>				<b>472/495</b>

<b>Role Title</b>				
<b>School Attendance and Family Support 1</b>				
<b>Purpose of the role (job statement)</b>				
To engage with parents/carers and families to provide early intervention, support and guidance to improve attendance and learning outcomes for pupils.				
<b>Responsibilities</b>				
Key duties:				
<ol style="list-style-type: none"> <li>1. Develop and maintain effective contact and communications with parents/carers and families including home visits</li> <li>2. Work with a range of school staff to help plan strategies and interventions to address individual pupil issues</li> <li>3. Provide advice and guidance to families to reinforce their self-esteem and support pupil achievement</li> <li>4. Implement action plans with parents / carers and monitor and report on progress and achievements</li> <li>5. Signpost families to sources of advice and guidance</li> <li>6. Support school strategies to improve behaviour and attendance</li> <li>7. Work with external agencies, such as health professionals, Children's Centres</li> <li>8. Maintain pupil records and case files</li> <li>9. Undertake first day contact of parents/carers.</li> <li>10. Liaise with other staff regarding persistent absentees: follow through incomplete registrations and reasons for absence.</li> </ol>				
Individuals in this role may also:				
<ol style="list-style-type: none"> <li>1. Develop and deliver a programme of family-related activities to meet the needs of the school community.</li> </ol>				
<b>Indicative knowledge, skills and experience</b>				
<ul style="list-style-type: none"> <li>• Working at or towards national occupational standards (NOS) for working with parents and knowledge / skills equivalent to current national qualifications for working with parents at level 3.</li> </ul>				
<b>Job Evaluation Assessment</b>				
<b>Factor</b>	<b>Relevant Job Information</b>	<b>JE Level</b>		
1.	Knowledge	. Requires understanding of the range of potential barriers to learning and attending school faced by children and young people. Knowledge and skills equivalent to national qualifications level 3.	3	60
2.	Mental Skills	Work with a range of school staff, parents, carers and families to help plan strategies and interventions to address individual pupil issues around attendance and behaviour.	3	39
3.	Interpersonal & Communication Skills	Communicates with parents / carers and families to exchange information and provide support Works with a range of external agencies, such as health and social care.	3	39
4.	Physical Skills	Standard keyboard skills	2	26

5.	Initiative & Independence	Works within guidelines, but with some use of initiative, such as when working with individual families and responding to their queries or situations.	3	39
6.	Physical Demands	Requires normal physical effort, with a mixture of sitting, walking and carrying minor loads.	1	10
7.	Mental Demands	Medium periods of concentrated sensory attention for work with parents and pupils where work is occasionally interrupted, although this does not normally require a switch from one activity to another. Short periods of concentrated mental attention for report writing. Maintains pupil records.	2	20
8.	Emotional Demands	Exposed to emotionally demanding behaviours and situations as a result of dealing with pupils' and parent / carers individual circumstances.	3	30
9.	Responsibility for People Wellbeing	Implements action plans. Works with individual pupils, parents, carers and families to improve attendance, behaviour or performance.	3	39
10.	Responsibility for Supervision	May demonstrate own duties to new or less experienced staff.	1	13
11.	Responsibility for Financial Resources	No financial responsibility	1	13
12.	Responsibility for Physical and Information Resources	Maintains and updates sensitive pupil records and case files.	2	26
13.	Working Conditions	Work is in an office environment and will also often involve home visits.	2	20
<b>Total</b>				<b>374</b>

<b>Role Title</b>				
<b>School Attendance and Family Support 2</b>				
<b>Purpose of the role (job statement)</b>				
Responsible for school attendance and managing the family support service and work effectively with other agencies to improve outcomes for pupils.				
<b>Responsibilities</b>				
Key duties:				
<ol style="list-style-type: none"> <li>1. Responsible for assuring school attendance and devising strategies and action plans for pupils whose attendance is falling</li> <li>2. Analyse attendance information and data to identify and work with pupils who have poor attendance or are at risk of developing poor attendance</li> <li>3. Follow up lack of response to first day contact and other contacts by home visiting or meeting parent/carers in school</li> <li>4. Support, challenge, motivate and provide information to parents/carers to increase their capacity for parenting.</li> <li>5. Manage the delivery of the family support service in line with the school plan and budget.</li> <li>6. Work in partnership with external agencies to support attendance initiatives, campaigns, parental responsibility measures and school attendance.</li> <li>7. Support the identification of alternative provision for pupils with persistent absence</li> <li>8. Advise on effective family support for school staff and families and disseminate good practice.</li> <li>9. Prepare reports on attendance for the senior leadership team and governing body; ensure maintenance of accurate and factual records.</li> <li>10. Develop links with pupils who are transferring into the school to promote the school ethos of regular attendance.</li> </ol>				
Individuals in this role may also:				
<ol style="list-style-type: none"> <li>1. Manage caseloads and maintain casework documentation</li> <li>2. Line manage a team of support staff.</li> <li>3. Establish and manage Service Level Agreements with service providers.</li> <li>4. Develop and deliver a programme of family-related activities to meet the needs of the school community</li> </ol>				
<b>Indicative knowledge, skills and experience</b>				
<ul style="list-style-type: none"> <li>• Working at or towards national occupational standards (NOS) for supporting teaching and learning and knowledge / skills equivalent to current learning, development and support services (LDSS) for children, young people and those who care for them national qualifications level 4 or equivalent.</li> </ul>				
<b>Job Evaluation Assessment</b>				
<b>Factor</b>		<b>Relevant Job Information</b>		<b>JE Level</b>
1.	Knowledge	Experience in working to improve attendance with an understanding of issues that lead to poor attendance Working at or towards national occupational standards (NOS) for supporting teaching and learning and knowledge / skills equivalent to current learning, development and support services (LDSS) for children, young people and those who care for them national qualifications level 4 or equivalent.	4	80

2.	Mental Skills	Develop strategies to improve attendance, analyse attendance data and identify actions / outcomes.	4	52
3.	Interpersonal & Communication Skills	Skills to communicate with parents / carers, other staff and external agencies and support pupils to find ways to challenge and improve poor attendance.	4	52
4.	Physical Skills	Standard keyboard skills	2	26
5.	Initiative & Independence	Supports parents / carers and pupils devising and implementing effective strategies to improve attendance. Decisions have direct impact on pupils and parents / carers.	4	52
6.	Physical Demands	Requires normal physical effort, with a mixture of sitting, walking and carrying minor loads.	1	10
7.	Mental Demands	Medium periods of concentrated mental attention required for preparation of reports on attendance for the senior leadership team and governing body; and for ensuring maintenance of accurate and factual records.	3(c)	30
8.	Emotional Demands	Exposed to emotionally demanding behaviours and situations as a result of dealing with pupils' and parent / carers individual circumstances.	3	30
9.	Responsibility for People Wellbeing	Develop and implement strategies and action plans to address the needs of pupils, families, parents and carers where complex circumstances present surrounding poor school attendance	4	52
10	Responsibility for Supervision	No formal supervisory responsibility but may demonstrate own duties to new or less experienced staff.	1	13/26/39
		Regular allocation to work other staff in relation to improving attendance.	2	
		Line management responsibility for the work of other attendance staff.	3	
11.	Responsibility for Financial Resources	Accounting for finance within an allocated budget.	2	26
12.	Responsibility for Physical and Information Resources	Maintain accurate records of attendance casework and interventions with pupils and families.	2	26
13,	Working conditions	Work is normally carried out in school with home visiting and attendance at external meetings.	2	20
<b>Total</b>				<b>469/495</b>