

## Isle of Anglesey County Council

### Job Description

**Job Title:** Hub Well-being Officer

**Post Number:**

**Service:** Canolfan Addysg Y Bont

**Section:** Lifelong Learning

**Grade:** 3

#### **Overall Job Purpose:**

- To work under the instruction and guidance of teaching and or members of the school leadership team.
- To support individuals and groups of pupils to enable access to learning.
- To assist the teacher in the management of pupils within the classroom and beyond.

The role of the Hub Wellbeing Officer is to enable the positive development of well-being through Welsh Rugby and sporting/physical activity, working within the establishment and local community. The Hub Wellbeing Officer will be required to develop positive wellbeing via activity that engages participants of all abilities within a fully inclusive rugby and social programme. Where appropriate it will include developing individuals as coaches, referees, administrators and volunteers, as well as participants (regardless of ability and gender) with established links to all education, WRU and Community Stakeholders.

**General:** *To comply with the local authority's Corporate Safeguarding Policy and the safeguarding duties and responsibilities which that policy places on every employee, aligning with the core values of the Authority which includes supporting children, adults who may be at risk and their families to keep them safe and healthy.*

#### **Principal Accountabilities / Key Tasks:**

##### **Support for Pupils**

- Supervise and provide particular support for pupils, exclusively those with severe and/or profound and multiple special needs, ensuring their safety and access to learning activities.
- Assist with the learning and development of all the above pupils, including the implementation of Individual Education/Behaviour Plans and Personal Care programmes – including toileting, feeding and mobility, changing, physical, hygiene and first aid.
- Following training, administer medication in accordance with the procedures for LEA and school policies.
- Promote the inclusion and acceptance of all pupils.

- Encourage pupils to interact with the others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils and parents/external agencies in relation to progress and achievement under guidance of the teacher.
- Apply strategies to encourage independence and self-confidence.
- Provide effective feedback to pupils and parents/external agencies in relation to programmes and recognise and reward achievement.

### Support for the Teacher

- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems, etc.
- Liaise with the teacher to create a purposeful, orderly and supportive learning environment.
- Liaise with the teacher to share short-term planning and specific learning objectives for: identified groups, individuals, whole class.
- Monitor pupils' responses to learning activities and undertake pupil record keeping as requested.
- Establish routines to ensure regular and effective feedback is given to the teacher in respect of pupils' progress towards targets for learning.
- Apply school policy in relation to the promotion of positive pupil behaviour and attitudes to learning.
- Administer routine tests/assessments and invigilate exams, supervise small groups of pupils.
- Fulfil clerical and administrative tasks as required, e.g. photocopying, collecting money, filing, administer course work, distributing letters to parents.

### Support for the Curriculum

- Undertake structured and agreed learning activities/teaching programmes.
- Undertake programmes linked to local and national learning strategies, e.g. literacy, numeracy, early years, assessment for learning.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.
- Undertake programmes linked to local learning strategies, e.g. literacy, numeracy and ICT.
- Support the use of ICT in pupils' learning and their independence in its use.
- Prepare, maintain and use equipment and resources required to meet the agreed teaching programmes and learning activities.
- Liaise sensitively and effectively with parents and contribute to annual reviews in accordance with school practice.

## Support for the School

- Be aware and comply with policies and procedures relating to inclusion, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the school, including Cwricwlwm Cymreig.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and professional review 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 and take responsibility for a group under the supervision of the teacher.

Through physical emphasis the Hub Wellbeing Officer will contribute to the objectives of education settings relating to the four purposes of the new curriculum for Wales.

The four purposes are that all children and young people will be:

Ambitious, capable learners who are ready to learn throughout their lives.

Enterprising, creative contributors who are ready to play a full part in life and work.

Ethical, informed citizens who are ready to be citizens of Wales and the world.

Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

### **Key Relationships:**

Establishment management e.g. Headteacher, SMT, Head of PE (or equivalent).

WRU National Hub Programme Manager.

WRU Rugby Department staff as directed by the WRU Regional Manager.

WRU Clubs, Female Hubs and Inclusive teams.

Education Establishments Local Primary/Secondary Schools – SEN Units Community Stakeholders, as appropriate.

Local Partners – DSW/Urdd/Streetgames/Regional Community Foundations.

Representative teams (Dewar Shield) & Regional representatives.

### **Position in the Organisation:**

**Reports to:** SMT

Line Management via Canolfan Addysg Y Bont and WRU.

**Staff Supervised:**

### **Financial Resources**

**Level:** A, B or C N/A

**Indicative Value:** £N/A

## Physical Resources

<b>Land and buildings - No./area</b>	Value: £ N/A
<b>Plant / Vehicles / Equipment – No</b>	Value: £N/A
<b>Information Systems – No./volume</b>	Value: £N/A

## Language Requirements

<b>Welsh Language Skills (Please see the skills framework attached)</b>						
<b>Listening (Tick One)</b>	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>
<b>Reading (Tick One)</b>	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>
<b>Speaking (Tick One)</b>	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>
<b>Writing (Tick One)</b>	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>
<b>English Language Skills (Please see the skills framework attached)</b>						
<b>Listening (Tick One)</b>	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>
<b>Reading (Tick One)</b>	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>
<b>Speaking (Tick One)</b>	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>
<b>Writing (Tick One)</b>	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>

## **Working Arrangements and Conditions:**

### **Working Week:**

Full-time (NOT PRO RATA), a minimum of 35 hours per week but the nature of the role may involve working in excess of this, including evenings, weekends and Public Holidays.

**Contracted Hours:** 35 hours per week

In CAYB all of the weekly hours will usually be contact time, whilst in other circumstances some of the hours will be non-contact. Any non-contact time is available for the preparation and organisation of work, preparing for and clearing other lessons, attending school meetings, meeting parents, reviews, training etc. A thirty-minute lunch break must be taken, and no payment will be made for this period. It would be reasonable for this break to be taken at any time between 11.30am and 1.30pm

Fixed-term, agreed by the establishment as the employer.

### **Spread:**

**Identified Work Base:** Canolfan Addysg Y Bont

At the establishment for a maximum of 25 hours per week. At community, club/female hub and other locations for a minimum of 10 hours per week (as appropriate to the role).

### **Normal Work Location:**

- Normally office based
- Office based but with some site / home / meeting visits
- Role involves substantial travelling with occasional visits to identified work base

### **Business Travel:**

- No business travel
- Some business travel. Postholder may be called upon to provide own vehicle
- Some business travel. Council vehicle may be provided to postholder
- Postholder employed as driver / required to operate specialist machinery

## **Exposure to disagreeable working conditions**

### **Environmental:**

- Minimal / normal office environment
- Some
- Significant

**Aggressive / Difficult Clients:**

- Minimal
- Some
- Significant

**Other Conditions**

**DBS Check Required:**

- Enhanced
- Standard
- Not Applicable

**Work Flexibilities / Restrictions**

**Politically Restricted Post:**

- Yes
- No

**Home / Mobile Phone Provided:**

- Yes
- No

**Protective Clothing Provided:**

- Yes
- No

**Work Flexibilities / Restrictions**

## **Flexibility**

Your attention is drawn to the fact that in some cases particular duties and responsibilities are difficult to define and may vary from time to time without changing the general character of the duties and level of responsibilities entailed. In addition, it is a requirement of all employees that they accept elements of flexibility in duties and responsibilities and when necessary interchange within the organisation which will meet the changing needs and demands of the service. Such a requirement will enable the particular expertise of the postholder to be developed and maximised to the mutual benefit of both employer and employee.

**Date of preparation of this job description document:25.05.22**

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### Person Specification

#### **1. Education and Training**

**The minimum educational requirements/professional or vocational qualifications for the post:**

**1.1 Essential:**

- 1.1.1 NVQ Level 2 for teaching assistants or equivalent qualification or experience, e.g. RNIB, BSL Level 1 qualification.
- 1.1.2 Good numeracy/literacy skills; Sports Coaching qualifications

**1.2 Desirable:**

- 1.2.1 NVQ Level 3 for teaching assistants or equivalent qualification or experience, e.g. RNIB, BSL Level 1 qualification.
- 1.2.2 Training in relevant strategies to support learning.
- 1.2.3 First aid training as appropriate,

**Any specific training required for the post including Certification.**

**1.3 Essential:**

- 1.3.1 Specific training in physical intervention will be provided.
- 1.3.2 Child Protection training.

**1.4 Desirable:**

- 1.4.1 Training in other intervention strategies as regards additional needs i.e: PECS, ASD, MAKATON.

#### **2. Key Competence Requirements**

**Job related knowledge Critical for effective performance:**

**2.1 Essential:**

- 2.1.1 Effective use of ICT to support learning.
- 2.1.2 Use of other equipment and basic technology, e.g. iPad, photocopier.
- 2.1.3 Basic understanding of child development and learning.

**2.2 Desirable:**

- 2.2.1 Understanding of relevant policies/code of practice and awareness of relevant legislation.
- 2.2.2 General understanding of national/foundation phase, LNF, curriculum 14-19 pathways, and other basic learning programmes/strategies as appropriate.



**Specific skills critical for effective performance:**

**2.3 Essential**

2.3.1 Being able to work effectively with children and/or young people.

2.3.2 Proven empathy skills.

**2.4 Desirable**

2.4.1 Previous experience/skills of working with children and/or young people with additional needs.

**Managerial skills critical for effective performance:**

**2.5 Essential**

2.5.1 n/a

**2.6 Desirable**

2.6.1 n/a

### **3. Personal Attributes**

**Personal values and characteristics which should be demonstrated in performing the duties of the post:**

#### ***3.1 Essential:***

3.1.1 Ability to relate well to children and adults.

3.1.2 Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.

#### ***3.2 Desirable:***

3.2.1 A proven desire to work with children and/or young people.

### **4. Personal Circumstances**

**Job demands which, if not met, could constrain effective performance in post:**

#### ***4.1 Essential:***

4.1.1 DBS clearance

#### ***4.2 Desirable:***

4.2.1 n/a

## Language Skills – Workplace Assessment Levels

### (i) Listening

0	No skills
1	Able to understand basic enquiries in Welsh /English
2	Able to understand a basic social conversation in Welsh / English
3	Able to follow routine conversations involving work between fluent Welsh / English speakers
4	Able to follow the majority of conversations involving work including group discussions
5	Able to understand all conversations involving work

### (ii) Reading

0	No skills
1	Able to read basic words and phrases, e.g. signs or short and simple notes
2	Able to read basic material involving work (slowly)
3	Able to read routine material with a dictionary
4	Able to read the majority of material in own area
5	Able to understand all material involving work

### (iii) Speaking

0	No skills
1	Able to conduct a general conversation [greetings, names, saying, placenames]
2	Able to answer simple enquiries involving work
3	Able to converse with someone else, with some hesitancy, regarding routine work issues
4	Able to speak the language in the majority of situations using some Welsh / English words
5	Fluent – able to conduct a conversation and answer questions, for an extended period of time where necessary

### iv) Writing

0	No skills
1	Able to write basic messages
2	Able to answer simple correspondence with assistance
3	Able to draft routine text, with editing assistance
4	Able to prepare the majority of written material related to the area, with some assistance in terms of revision
5	Skilled – able to complete written work without the need for revision