



## Volunteer Job Descriptions

### Current job descriptions:

- Classroom helper:
  - General - all pupils
  - Specific - to one or few pupils.
- Listening to children read - one to one
- Listening to children read - groups
- Listening and attention support - playing games!
- Language support
- Swimming - poolside support
- Pupil mentor
- Club leader

**If you can offer us something different, such as running a specific club, or using a specific skill, then let us know.**

### All volunteers must:

- Follow the school's [Code of Conduct](#) and [volunteer policy](#).
- Commit to promoting and safeguarding the welfare of all children.
- Maintains strict confidentiality regarding the privacy of pupils and staff, including conversations, records and other material.
- Develop and maintain effective working relationships with pupils, staff and parents.
- Contribute to the maintenance of a safe and healthy environment.

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## Classroom helper - *general or specific*

**Responsible to:** the class teacher

**Core purpose:** To support the class teacher with teaching and learning.

### General

#### 1. Support for children:

- Ensure pupils understand and can achieve the learning tasks by:
  - Repeating the teachers instructions,
  - Helping them get ready to learn and stay focused with gentle prompts or reminders,
  - Modelling what they have to do, and in some cases, adapting the learning accordingly.
  - Ensuring resources are readily available.

#### 2. Support for the teacher:

- Noticing pupils who might need extra support or reminders, and intervening.
- Provide feedback on pupils to help the class teacher plan appropriate next steps.
- Under the direction of the teacher, carry out pre-determined tasks.
- Help to prepare the learning environment for use. Keep things tidy and orderly.
- Undertake support activities for the teacher as required, e.g. photocopying, preparation of materials, mounting displays.
- Ensure that information relating to a child's safety is shared effectively and sensitively with the class teacher.



For more detailed advice, here are the [Teaching Assistant expectations](#) for our school.

### Basic requirements for this role:

- Good literacy and numeracy skills.
- Confidence to talk to children about their learning and behaviour.
- Ability to use your initiative.

### Specific

This role can be focussed onto an area of particular speciality or passion, for example:

- Maths
- Writing
- PE
- Music
- Foreign Languages
- Drama
- Or anything that you can offer that would be helpful.

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## Listening to children read - one to one

**Responsible to:** the class teacher

**Core purpose: To hear pupils read, especially those that don't read regularly or are struggling with reading.**

1. One-on-one, listen to pupils read, supporting them by:
  - a. Encouraging them to sound out words they don't know.
  - b. Asking questions about what they have read:
    - 1) Making Connections.  
Comparisons/parallels, both obvious ones and abstract ones. Between texts and to real life.
    - 2) Monitoring.  
The child's awareness that something he/she just read doesn't make sense to them.
    - 3) Predicting.  
Anticipating what will happen next.
    - 4) Visualising.  
Mental representations from the words on the page.
    - 5) Asking Questions.  
Wondering...
    - 6) Inferring.  
Reading between the lines.
    - 7) Summarising.  
Reformulating the absorbed information in the child's own words.
2. Encourage a love of reading, by giving them gentle praise and encouragement, and discussing books and stories they like.

### Basic requirements for this role:

- Able to read books up to and including teenager level.
- Confidence to ask children questions about what they've read.
- Kindness and patience.



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## Listening to children read - groups

**Responsible to:** the class teacher

**Core purpose: To hear a group of pupils read, with the purpose of developing reading comprehension skills.**

1. Using a text provided by the class teacher, work with a group of up to 6 pupils to help them develop comprehension skills.
  - a. Encouraging them to:
    - i. Read with expression
    - ii. Sound out words they don't know.
  - b. Asking questions about what they have read:
    - 1) Making Connections.  
Comparisons/parallels, both obvious ones and abstract ones. Between texts and to real life.
    - 2) Monitoring.  
The child's awareness that something he/she just read doesn't make sense to them.
    - 3) Predicting.  
Anticipating what will happen next.
    - 4) Visualising.  
Mental representations from the words on the page.
    - 5) Asking Questions.  
Wondering...
    - 6) Inferring.  
Reading between the lines.
    - 7) Summarising.  
Reformulating the absorbed information in the child's own words.
2. Encourage a love of reading, by giving them gentle praise and encouragement, and discussing books and stories they like.
3. Taking notes to feedback to the teacher on strengths and gaps in pupils performance.

### **Basic requirements for this role:**

- Able to read books up to and including teenager level.
- Confidence to control a group of children and be responsible for their behaviour and learning.

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## Listening and attention support - *playing games!*

**Responsible to:** the class teacher

**Core purpose: To support our very youngest pupils with concentration, listening and attention by playing games with them.**

- One to one, or in very small groups, play turn-taking and concentration games, with the aim of:
  - improving listening and attention,
  - dealing with disappointment (i.e. not winning),
  - Sharing with others, including the adults attention.

These games can be provided by the class teacher, or can be a favourite game or activity of the volunteer.



## Basic requirements for this role:

- Able to manage a very small group of children.
  - Patience to deal with pupils who have poor attention skills. The ability to make and build a relationship with a child will help here.
  - A love of playing games.
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## Language support

**Responsible to:** the SLCN leader

**Core purpose:** To help support pupils with language difficulties so that they can better access the curriculum.

**Preamble:** St Peter's has developed a specialism for identifying and supporting pupils with Speech, Language and Communications problems. In particular, we are looking for support for pupils with [Developmental Language Disorder](#) (DLD). This is more prevalent than autism and dyslexia, and affects around three pupils in every class.

- One to one, or in very small groups, follow a programme of intervention for DLD pupils that might include:
  - Pre-teaching them: teaching them the content or vocabulary for the week ahead before everyone else (this gives them a better chance of understanding in lessons).
  - Post-teaching them: re-teaching them after the lesson (helping them to store language and concepts more fully).
  - Following specialist programmes to help develop language, concepts, narratives, sequencing, instructions, pragmatics or other specialist advice.
  - Giving them social skills practice by supporting them in their play or coaching them.

## Basic requirements for this role:

- Good speaking and listening skills.
  - Good literacy and numeracy skills. You will need to be confident to GCSE level.
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## Swimming - poolside support

**Responsible to:** the deputy headteacher

**Core purpose:** To be the poolside 'spotter' during pupils swimming lessons to ensure the health and safety of all pupils.

- Stand at the poolside during swimming lessons as an extra pair of eyes, to ensure all pupils are swimming and behaving in a safe way, and immediately alerting the swimming teacher with any issues, including medical emergencies.

*You do not need to have a swimming certificate or 1st aid qualification. This is an 'eyes-only' role to help support the swimming teacher.*

## Basic requirements for this role:

- Able to concentrate on one task.
- Able to clearly see 10 metres.
- Happy to be stood up (but moving) for around 1.5 hours.



## Pupil mentor

**Responsible to:** the class teacher

**Core purpose: To help support pupils with a wide range of social, emotional and mental health problems (SEMH).**

- Following the guidance of the class teacher, SENDCo or SEMH leader:
  - Listen to, coach and/or mentor pupils to help them improve their SEMH, especially their emotional literacy (being able to name feelings and how to manage them effectively). This may involve talking something through, or using pictures, social stories or books to help them develop understanding and strategies.
- Be able to:
  - Attune - work out and name what is happening to them, in terms of feelings and reasons.
    - Do 'I wonder' with them.
    - Validate their feelings. "It's ok to be frustrated" and add advice about how to manage feelings.
  - Project calmness.
    - Be confident and consistent.
  - Mirror feelings and let them swim in them. E.g "I can see you are angry because your face is all scrunched up and you're gripping your hands tightly".
  - Match their level of intensity:
    - Agitation - be more animated.
    - Anger - increase intensity.
    - Sadness - gentle and delicate.

### **Basic requirements for this role:**

- An interest in developing pupils emotional literacy requires good emotional intelligence and empathy.
  - Calm and consistent behaviour.
  - Available at least weekly, as these pupils need a consistent and predictable adult.
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## Club leader

**Responsible to:** the headteacher

**Core purpose: To run a club of interest for a small group of children.**

- Taking a specific skill or interest that you have, teach pupils during lunchtime or after school. This would be in very small groups.

### **Basic requirements for this role:**

- Able to manage a group of pupils on your own.
- Confidence to talk to children about their learning and behaviour.
- Available at least weekly.