

Job Description: Higher Level Teaching Assistant (SEMH)

Hours of Work: 26.25 hours per week, 39 weeks per year

Grade: D, Point 8-14

Department: SEN

Responsible to: SENCo

MAIN PURPOSE OF THE POST

To take a proactive role as a key member of a multidisciplinary team in the support of pupils, teachers, the curriculum and the academy. To support the professional work of teachers and taking responsibility for agreed learning activities under an agreed system of supervision. Specifically planning and delivering social, emotional, mental health sessions and resourcing for students. under the direction of SENCO and teachers.

Support for Teachers

- To assist the teacher and teaching assistants in the implementing of social, emotional, mental health strategies and resources.
- To deliver learning activities to pupils as agreed with the teacher, adjusting activities in accordance with pupils' needs when covering absence.
- To deliver parts of the lesson and carry out pre-determined educational activities and work programmes whilst promoting independent learning, as agreed with the teacher.
- To monitor and evaluate pupils' progress and understanding of learning activities on an ongoing basis, ensuring that pupils' responses and attainments during the course of learning activities are systematically recorded in accordance with the agreed monitoring processes.
- To provide detailed feedback to teachers with regard to pupils' progress and responses to learning activities and to produce reports on pupils' progress and achievements as required
- To assist teachers in making smooth transitions between educational phases for pupils.
- To support the teacher in the assessment of pupils' progress through feedback of observations of pupils.

Support for the Curriculum

- To deliver learning strategies and assist individuals and groups of pupils in developing knowledge, skills and attitudes as defined by the curriculum. To take into account the learning support involved to aid the pupils to learn as effectively as possible.
- To remain aware and up-to-date with the school curriculum, the age-related expectations of pupils, the recognised teaching methods and the assessment frameworks for the subjects and age ranges in which they are involved.
- To encourage the use of ICT and advance pupils' knowledge of ICT during the lesson.
- To develop and update Behaviour Plans in partnership with the Pastoral team.. To assess, monitor and record pupils' progress through IPPs and Behaviour Plans, and make appropriate alterations of them in order to ensure pupils' progress.
- To be responsible for organising materials and other resources required to support the delivery of curriculum activities. To select and prepare teaching resources so as to deliver learning activities and recognise the diversity of pupils' needs and interests.
- To advise on the appropriate use of specialist teaching aids, equipment, materials and other resources.

- To be responsible for ensuring classrooms are left clean and tidy after lessons, and all teaching materials and resources accounted for and stored securely when not in use.

Support for Students

- To encourage pupils to interact and work cooperatively with others and to engage all pupils in learning activities.
- To assess, monitor and record pupils' progress, health, behaviour and general wellbeing. To feedback any information (including concerns) regarding the wellbeing and educational needs of pupils to the teacher or head teacher as appropriate.
- To contribute to the development of multi-agency approaches to supporting pupils.
- To liaise with parents and carers on pupils' progress, difficulties, achievements and other relevant matters, ensuring sensitivity and respect with regard to such communications.
- To build and maintain supportive relationships with pupils, treating all individuals consistently and with respect and consideration. To encourage acceptance and inclusion of all pupils
- To promote pupils' independence and employ strategies which recognise and reward pupils' self-reliance.
- To encourage social integration and individual development of pupils. To develop methods of promoting and reinforcing pupils' self-esteem.
- To provide feedback to pupils in relation to all forms of progress and achievement.
- To demonstrate and promote positive values, attitudes and high standards of behaviour. To anticipate and manage behaviour constructively, promoting pupils' self-control and independence.
- To supervise and manage pupils' behaviour in accordance with the recognised behavioural standards and the academy's established Behaviour Policy to ensure an orderly and constructive environment for the class.

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the academy's SEND policies, practices and procedures, so as to support the academy's values and vision
- Make a positive contribution to the wider life and ethos of the academy

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the academy
- Take part in the academy's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the academy, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

Support for the Academy

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person.
- Be aware of and support differences and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the academy.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance management as required.
- Assist, where appropriate, with the supervision of students out of lesson times e.g. clubs, extra-curricular activities.

General Duties

- As and when required to undertake duties in connection with personal hygiene and welfare of students as directed by teaching staff and where necessary escort students home.
- Be an effective role model for the standards of behaviour expected of students.

OTHER DUTIES:

GENERAL ADMINISTRATION

- Meet and greet visitors to the Academy, accompanying them to meeting venues
- Organise catering and hospitality for meetings as and when needed and ensure Academy guests are provided with refreshments
- The postholder may occasionally be required to drive an Academy minibus and will be expected to undertake minibus training
- The post holder must be prepared to work flexibly to meet the needs of the Academy. This will involve occasional evening and weekend work.

RESPONSIBILITY LEVEL

- This role is responsible to the SENCo.
- This JD does not represent a comprehensive list of duties and the postholder will be expected to work flexibly to support all areas of the Academy as needed.

The post holder has an important duty to promote and safeguard the welfare of all students and, in doing so, follow the policies and procedures of the Academy.

Job Specification: Higher Level Teaching Assistant (SEMH)

Attributes	Essential	Desirable	How Identified
Relevant Experience	At least 3 years' experience of working with pupils within a learning environment. Experience of working with children with special educational needs (SEN), social, emotional, mental health needs and challenging behaviour.	Relevant experience to include providing specialist support within certain areas of the curriculum, or with specialist pupil groups.	Application Form. Interview.

Education & Training	Attainment of GCSE's grade C/NVQ level 2 or above in English and Maths (or able to demonstrate equivalent levels of numeracy and literacy)	HLTA accreditation or similar Working towards/ attainment of a recognised teaching qualification Trauma Informed Schools training	Application Form.
Special Knowledge & Skills	Good listening and communication skills. Knowledge of the primary curriculum Knowledge of social, emotional, mental health and behaviour needs and their implications within a school environment ICT skills – able to support learning through ICT. Working knowledge of implementing relevant learning programmes. Practical skills relating to planning and utilising individual learning programmes.	Knowledge of Makaton/PECS /ASD Positive Handling training	Application Form Interview.
Any Additional Factors	Self-motivated, and able to work in a team. An ability to relate well to children and adults. Ability to work to deadlines and methodical approach to work. Good time management Ability to plan for others Ability to work closely with external agencies, parents and staff Ability to differentiate activities Displays and awareness, understanding and commitment to the protection and safeguarding of children and young people.		Interview.