



Character Enrichment/SEMH Practitioner
JOB DESCRIPTION & PERSON SPECIFICATION

Job Description

Post	Character Enrichment/SEMH Practitioner
Grade	Grade 6, spine point 21 (£30,825 - 33,945 pro rata)
Contract	Permanent
Hours	35 hours per week – Term time only + 5 inset days
Responsible to	Principal, Class Teacher/Phase Leader

The post holder will initially report to the class teacher/phase leader. Apart from other colleagues in the school, the main contacts of the job are: Principal, teaching staff, other support staff and pupils.

Main Purpose of the Job:

To complement the professional work of teachers by taking responsibility for agreed learning activities. This may involve planning, preparing and delivering learning programmes and support to individual pupils, small groups and on a short term basis to whole classes.

Responsibility for the management and development of a specialist area within the Academy or across a department, and or leading and deploying teaching assistants in addressing the needs of pupils who require help to overcome barriers to learning

Work in collaboration with teaching colleagues to co-ordinate and plan schemes of work to be used by teaching assistants undertaking specified teaching work

Contribute, when required to Senior Management Team or Phase meetings

Line management, supervision of support staff, including implementation of performance management procedures

Main Duties:

Support for pupils

- To work with groups of children under the supervision of the teacher including the delivery of programmes of work and implementation of ILPs
- Assess the needs of pupils and use detailed knowledge and specialist skills/training/experience to support pupils learning
- Establish productive working relationships with pupils, and be a positive role model by presenting a positive personal image and setting high expectations
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognize and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement
- Support pupils whilst recognising and responding to their individual needs.
- Attend to pupils' personal needs, including minor first aid and provide advice to assist their social, health and hygiene development.
- To assist with the planning and organisation of lunchtime/break/before/after school provision

Support for Teachers

- Organise and manage appropriate learning environment and resources

- Within an agreed scheme, of supervision, contribute to the whole planning cycle, including preparing challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Give regular feedback on children's progress to the class teacher and file records
- Be responsible for keeping and updating records, information and data, producing analysis and reports as required
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of a range and level of progress and attainment
- Undertake marking of pupil's work and accurately record achievement/progress
- Administer and assess routine tests and invigilate exams
- Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required
- Provide specialist advice and guidance (e.g. Science/PE) as required
- Liaise with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of pupils
- Supporting the role of parents in pupils' learning and contribute/lead meetings with parents to provide constructive feedback on pupil progress and achievement
- Take the lead role in the development and implementation of appropriate behaviour management strategies promoting self control and independence
- Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.
- Use behaviour management strategies in line with policies and procedures to contribute to a purposeful learning environment, promoting self-control and independence and encouraging pupils to interact and work collaboratively.

Support for the Curriculum

- Implement agreed learning activities, adjusting activities according to pupil responses/needs, including assessment
- Contribute to the development of lesson/work plans
- Deliver programmes including those linked to local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests, language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment
- To run interventions within the school such as Forrest Schools, SEMH interventions and sensory sessions.

Support for the School

- Ensure strategic processes are complied with in order to overcome barriers to learning, including e.g. behaviour management strategies
- Comply with and assist with the development of policies and procedures relating to child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
- Accompany teachers and pupils on educational visits
- Assist in maintaining high standards of health and safety at all times.
- Maintain good relationships with colleagues and work together as a team.
- Deliver out of school learning activities within guidelines established by the school
- Contribute to the identification and implementation of appropriate learning activities which consolidate and extend work carried out in class
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.

- Establish relationships and communicate with other agencies/professionals, in liaison with the teacher, to support pupil progress and achievement
- Take the initiative as appropriate to develop multi agency approaches to supporting pupils
- Establish links with external providers

Line Management Responsibilities

- Manage the Teaching Assistant staff within the school or department under the direction of the headteacher
- Liaise between managers, teaching staff and teaching assistants
- Hold regular team meetings with managed staff
- Represent teaching assistants at teaching staff/management/other appropriate meetings
- Undertake recruitment/induction/performance management/training/mentoring for other teaching assistants

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007). In addition to HLTAs, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Principals will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A teaching assistant Level 4 may be called upon to provide cover for whole classes e.g. to cover short term teacher absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment and reporting.

The HLTAs must carry out his/her duties with full regard and commitment to the Governing Body's and Wise Owl Trust Policies.

Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

Note: In addition, other duties at no higher a responsibility level may be interchanged with/added to this list at any time.

This job description is written at a specific time and is subject to change as the demands of the organisation and the role develops. The role requires flexibility and adaptability to the needs of the school and the children. Employees of the Wise Owl Trust need to be aware that they may be asked to perform tasks and be given responsibilities not detailed on this job description, but which are relevant to the work of the postholder. This position may require the post-holder to work at all sites across the Wise Owl Trust.

Signed _____ Dated _____

Person Specification

Character Enrichment/SEMH Practitioner

The post holder will initially report to the class teacher/phase leader. Apart from other colleagues in the Academy, the main contacts of the job are: Principal, teaching staff, other support staff and pupils.

For this job we are looking for:

- Experience of working with or caring for children of a relevant age
- Experience of working with hard to reach children
- Experience in the facilitation of Forest Schools and SEMH interventions is desirable
- HLTA status or ability and commitment to gain within 2 years of appointment
- Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards)
- Willingness to participate in training, performance management and self-evaluate learning needs and actively seek learning opportunities
- Training in the relevant learning strategies and/or in a particular curriculum or learning area, eg. bilingual
- Ability to relate well to children and adults
- Ability to create effective professional links with external providers
- Ability to work as part of a team and lead other support staff when required, as directed by the Principal
- An understanding of the role of the Teaching Assistant and other professionals working in the classroom
- Ability to use relevant technology eg photocopier
- Effective use of ICT to support learning
- Full working knowledge and understanding of national/foundation stage curriculum and other relevant learning programmes/strategic processes and barriers to learning
- Ability to organise, motivate and lead a team
- Understanding of statutory frameworks relating to teaching
- Full working knowledge of relevant policies/codes of practice/legislation
- Understanding of the principles of child development and learning processes
- Ability to self-evaluate learning needs and actively seek opportunities
- Willingness to undertake first aid training as appropriate

Personal Style and Behaviour:

- Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.
- Self motivation and personal drive to complete tasks to the required timescales and quality standards.
- The flexibility to adapt to changing workload demands and new Academy challenges.
- Personal commitment to ensure that the provision is equally accessible and appropriate to meet the diverse needs of pupils.
- Personal commitment to continuous self-development.
- A commitment to Academy improvement.

Personal commitment to the Academy's professional standards, including dress code and code of conduct, at all times.

The Wise Owl Trust, Trustees and Governors are committed to safeguarding and promoting the welfare of young people, and expects all staff and volunteers to share this commitment. All staff and volunteers will be expected to complete a DBS (disclosure and barring service) check and also complete any other safeguarding documentation as and when requested.

All employees have a responsibility to co-operate in promoting and maintaining a safe and healthy working environment, and to take reasonable care of their own health and safety at work and that of all team members for which they have general management responsibility.