



JOB DESCRIPTION

Job Title: Learning Support Assistant/Teaching Assistant – Social, Emotional & Mental Health

Employer: University of Brighton Academies Trust

Location: Academy Based

Grade: 5

Responsible to: Assistant Principal/Principal

PURPOSE OF THE ROLE

Support teaching and learning (i.e. whole class, small groups, one to one), ensuring the safeguarding of pupils and promoting achievement, personal development and wellbeing.

KEY RESPONSIBILITIES

- Support teaching and learning (i.e. whole class, small groups, one to one), ensuring the safeguarding of pupils and promoting achievement, personal development and wellbeing
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives. Provide feedback to pupils in relation to progress and achievement.
- Build highly effective, positive and nurturing relationships with pupils, communicating effectively and sensitively and adapting to individual needs to support learning.
- Create and maintain a purposeful, stimulating and safe learning environment by organising and managing physical learning environments and resources for groups of pupils or individuals.
- Demonstrate a level of subject and curriculum knowledge relevant to the role and apply this effectively in supporting teachers and pupils.
- Implement behaviour management strategies consistently in line with academy policy and procedures.
- Demonstrate understanding of the needs of all pupils and how to support them.
- Work collaboratively with classroom teachers and other colleagues to effectively support the learning of all pupils including those with an Education, Health and Care Plan (EHCP) and/or Behaviour Support Plan.
- Undertake planned supervision of pupils during break and mealtimes in school, on visits and school trips and other out of school activities as required.
- Provide support for groups of pupils with social, emotional and mental health difficulties (SEMH), including but not restricted to:
 - a) Promoting the inclusion and acceptance of all pupils within the classroom
 - b) Encouraging students to interact and work co-operatively with others, and engage all pupils in activities

- c) Promoting independence and employing strategies that recognise and reward achievement and self-reliance.
 - d) Providing intervention programmes to support the development of social communication, social skills and emotional understanding.
- Establish productive working relationships with students with SEMH difficulties, acting as their role model and setting high expectations including:
 - a) Promoting positive values, attitudes and good student behaviour
 - b) Dealing promptly with conflicts and incidents in line with established policy
 - c) Encouraging students to take responsibility for their own behaviour
 - d) Promote the importance of high levels of attendance
 - e) Providing feedback to students regarding their progress and achievement.

Other

- Carry out all activities in such a manner that data protection requirements are met and are in line with the Trust's policies for Safeguarding, Health and Safety, and Equal Opportunities.
- Participate in professional development activities and performance management activities as required
- Undertake other reasonable duties as directed by your line manager

PERSON SPECIFICATION

REQUIREMENT	CRITERIA	ASSESSMENT METHOD		
		APPLICATION	INTERVIEW	EXERCISE
EDUCATION AND QUALIFICATIONS				
Essential	Educated to a minimum of GCSE level in Maths and English at Grades A* - C (or equivalent qualification) or can demonstrate the equivalent practical ability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Desirable	NVQ Level 3 for Teaching Assistants/Apprenticeship/STALIS or equivalent or commitment to complete.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desirable	Positive Handling qualification e.g. MAPA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Desirable	Nurture Practitioner Training or another equivalent qualification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desirable	Specialist training in disability and learning difficulties	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

KNOWLEDGE AND EXPERIENCE

Essential	Experience of working with or caring for children, in a domestic or professional capacity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential	Experience of or willingness to train in order to offer personal care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desirable	Experience of supporting children in a classroom environment including those with special educational needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desirable	Experience of using Information Technology to support pupils repeated below	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential	Knowledge of SEN Code of Practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Experience of supporting pupils with special educational needs in a classroom and small teaching group environment, including those with Social, Emotional and Mental Health difficulties	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Experience of using Information Technology to support pupils in the classroom	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Knowledge of support strategies for students with Social, Emotional and Mental Health difficulties	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Essential	Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Essential	Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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KEY SKILLS AND ABILITIES

Essential	Ability to consistently and effectively implement agreed behaviour management strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Essential	Ability to assist in the recording of lessons and assessment as required by the teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Essential	Ability to use language and other communication skills that pupils can understand and relate to	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Essential	Ability to provide constructive feedback to pupils to reinforce self-esteem and resilience	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Essential	Ability to provide f individual attention, reassurance and support with learning tasks as appropriate to pupils' needs, encouraging the pupils to stay on task	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Essential	Ability to monitor pupils' response to the learning activities and,	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes

Essential	Ability to carry out and report on systematic observations of pupils' knowledge, understanding and skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Ability to establish positive relationships with pupils and empathise with their needs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Ability to demonstrate active listening skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	IT literate with the ability to learn new software and technology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Desirable	Understanding of the principles of nurture	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Ability to offer constructive feedback to pupils to reinforce self-esteem	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PERSONAL ATTRIBUTES				
Essential	Excellent communication skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Ability to maintain confidentiality on all academy matters	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Willingness to participate in further training and developmental opportunities offered by the academy and local authority, to further knowledge	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Essential	Able to use initiative	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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ADDITIONAL INFORMATION

This post will be subject to an Enhanced DBS Check.

This post is exempt from the Rehabilitation of Offenders Act (1974) – Applicants must be prepared to disclose all criminal convictions and cautions, including those that would otherwise be spent under the Act.

The University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

DOCUMENT INFORMATION

This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may, however, be changed or added to as appropriate.

There may also be the need for staff to undertake additional duties from time to time appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.

Approval Date: