



Star

STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

HIGHER LEVEL TEACHING ASSISTANT (SEMH & SEND)

JOB DESCRIPTION

JOB PURPOSE:

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

JOB SUMMARY:

1. Assist in co-ordinating the provision for pupils with SEND and SEMH needs.
2. Provide outstanding support and intervention to enable pupils with SEND and SEMH needs to play a full and active part in the life of the school and make outstanding progress in their learning.
3. Support the operation and development of the In School Inclusion Provision (ISIP), promoting positive behaviour, emotional regulation and inclusion.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1 Support for Pupils

- 1.1 Provide support to named pupils with SEND and SEMH needs as outlined in their Education, Health and Care Plans (EHCPs), Individual Education Plans (IEPs), Personalised Pupil Plans and other support plans.
- 1.2 Support pupils with a positive and structured start to the school day, including soft landings where required.
- 1.3 Assess the needs of pupils and use detailed knowledge and specialist skills to support learning, emotional wellbeing and personal development.
- 1.4 Provide a calm and supportive environment which promotes confidence, resilience and self-regulation.
- 1.5 Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- 1.6 Develop positive relationships with pupils and promote self-esteem, independence and a culture of reward and praise.
- 1.7 Promote the inclusion and acceptance of all pupils whilst recognising and responding to individual needs.
- 1.8 Liaise with teaching staff, Heads of Year, pastoral staff, the SENDCo and SEMH Coordinator regarding pupil support.
- 1.9 Work with teachers and other professionals to secure outstanding progress for supported pupils.
- 1.10 Adapt and modify materials and resources to ensure full access to a broad and balanced curriculum.

- 1.11 Provide individual and small-group interventions as directed and monitor outcomes to inform next steps.
- 1.12 Support delivery of literacy and numeracy interventions including Reading Wise, Sparx Maths and other agreed intervention programmes.
- 1.13 Provide feedback to targeted pupils on their progress, attainment, behaviour and emotional development.
- 1.14 Support pupils to manage behaviour positively through restorative practice, self-regulation and de-escalation strategies in line with school policy.
- 1.15 Ensure daily reports and records are completed accurately and reviewed with pupils where appropriate.
- 1.16 Contribute to planning opportunities for pupils to learn in out-of-school contexts in line with school policies and procedures.
- 1.17 Support pupils during transitions, social times and movement around school.
- 1.18 Regularly communicate with parents and carers regarding attendance, behaviour, progress and achievements.
- 1.19 Liaise sensitively and effectively with parents and carers, providing constructive feedback on pupil progress and wellbeing.

2 Support for Teachers

- 2.1 Provide information to teachers and support staff on effective methods of provision and intervention for pupils with SEND and SEMH needs.
- 2.2 Liaise with the SENDCo, SEMH Coordinator and specialist professionals to receive and disseminate advice for supporting pupils.
- 2.3 Under the direction of the SENDCo and SEMH Coordinator, contribute to the development, monitoring and review of EHCPs, IEPs, Personalised Pupil Plans and other support plans.
- 2.4 Contribute to pupil profiling and assessment by carrying out a range of assessments including CAT/NGRT, Boxall Profiles, BPVS, SPOT, SDQ, DRA, spelling and reading assessments.
- 2.5 Assist in pupil supervision and behaviour management in line with school procedures.
- 2.6 Be responsible for maintaining accurate records and updating information systems as required.
- 2.7 Report on pupil achievement, progress, attendance, behaviour and wellbeing both verbally and in writing.
- 2.8 Support teachers and support staff through mentoring, guidance and sharing of effective practice.
- 2.9 Where appropriate, act as a reader and/or amanuensis during examinations and assessments.
- 2.10 Attend specialist training and CPD as directed.

3 Support for the School

- 3.1 Be the operational lead for SEND and/or the In School Inclusion Provision when the SENDCo or SEMH Coordinator is not in school.
- 3.2 Manage, support and guide other specialist support assistants and contribute to their induction and professional development.
- 3.3 Develop curriculum and intervention resources to ensure pupils receive appropriate levels of support.

- 3.4 Work with the SENDCo and SEMH Coordinator to develop and implement learning support and inclusion strategies.
- 3.5 Support and guide other support assistants in classrooms and intervention settings where required.
- 3.6 Support the maintenance and enhancement of the school's ethos and mission through outstanding professional conduct and high expectations.
- 3.7 Be aware of and comply with safeguarding, health and safety, confidentiality, data protection and other relevant policies.
- 3.8 Assist in creating a positive, restorative and inclusive culture in which effective learning and self-development can take place.
- 3.9 Promote positive relationships with parents, carers and external agencies.
- 3.10 Ensure accurate and detailed records are maintained for meetings, interventions and communications.
- 3.11 Support the maintenance of SEND and SEMH records and ensure staff are kept informed of relevant pupil needs.
- 3.12 Support SEND and inclusion meetings and coordinate resulting actions.
- 3.13 Work within school policies and procedures.
- 3.14 Attend and participate in individual and team meetings as required.
- 3.15 Undertake professional development and use learning to improve practice and support others.
- 3.16 Accompany staff and pupils on visits, trips, enrichment activities and out-of-school learning opportunities.
- 3.17 Work effectively as part of a team and support the role of others.

4 Other Responsibilities

- 4.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 4.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 4.3 Contribute to the wider life of the Trust and the Star community.
- 4.4 Carry out any such duties as may be reasonably required by the Trust.

5 Records Management

- 5.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.



Star

STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

PERSON SPECIFICATION

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview/ Task
QUALIFICATIONS				
1.	Degree level qualification.	D	✓	
2.	Level 4 qualification in a SEND, SEMH or related discipline.	E	✓	
3.	5 GCSEs including English and Maths at grade 9-4/A*- C.	E	✓	
4.	Meet HLTA standards or equivalent qualification or experience.	E	✓	
EXPERIENCE				
5.	Working with children (either paid or unpaid capacity) in an education setting.	E	✓	✓
6.	Supporting children with special educational needs and/or disabilities (SEND).	E	✓	✓
7.	Supporting children with Social, Emotional and Mental Health (SEMH) needs.	E	✓	✓
8.	Positively managing challenging behaviour through restorative practices, self-regulation and de-escalation strategies.	E	✓	✓
9.	Supporting children with English as an additional language (EAL).	D	✓	✓
10.	Contributing to the development, monitoring and review of Individual Education Plans (IEPs), Personalised Pupil Plans and/or Education, Health and Care Plans (EHCPs).	E	✓	✓
11.	Training in a range of literacy strategies and approaches, for example the teaching of Reading, Spelling, Phonics following a suitably recognised scheme.	E	✓	✓
12.	Training in a range of intervention tools such as Talk About, Memory Magic, Zones of Regulation and Circle of Friends.	D	✓	✓
13.	Evidence of specialism in SEMH difficulties.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
14.	Evidence of specialism in specific curriculum areas or areas of particular learning need.	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
15.	Ability to maintain positive relationships with pupils, parents and staff.	E	✓	✓
16.	Ability to work effectively within a team.	E	✓	✓
17.	Effective classroom and behaviour management skills.	D	✓	✓
18.	Ability to communicate effectively in English.	E	✓	✓
19.	Ability to communicate effectively in relevant community languages.	D	✓	✓
20.	Good ICT skills for word-processing, use of learning software and accessing on-line resources.	E	✓	✓
21.	Knowledge of the secondary curriculum.	D	✓	✓
22.	Knowledge of strategies to support pupils with specific SEND needs, including physical disabilities, visual and/or hearing impairment and dyslexia.	D	✓	✓
23.	Knowledge of SEMH needs and effective intervention strategies.	E	✓	✓
24.	Ability to assess pupil needs and use specialist knowledge to support learning, behaviour and emotional wellbeing.	E	✓	✓
25.	Ability to deliver targeted interventions and evaluate their impact on pupil outcomes.	E	✓	✓
26.	Ability to support, guide and develop the practice of other support staff.	E	✓	✓
PERSONAL QUALITIES				
27.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
28.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
29.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
30.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
31.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
32.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓
33.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓