

Job Description

Higher Level Teaching Assistant (SEMH)



Role

Higher Level Teaching Assistant (HLTA) SEMH.

37 hours per week (Monday - Thursday 8.00am to 4.00pm, Friday 8.30am to 3.30pm).

Main Tasks

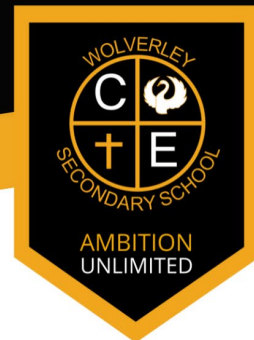
The main tasks associated with this role are listed below:

- Working with the SENDCO and Deputy Head (Pastoral) develop and deliver targeted interventions and personal support for identified students.
- Work closely with parent/ carers of identified students, and external agencies where appropriate, to ensure effective support and provision.
- Contribute to the construction and monitoring of individual education plans.
- Provide personalised, targeted support and interventions to identified students to ensure their effective engagement and progress across the curriculum.
- Deliver planned learning activities under the guidance of teaching staff where identified students may need additional support in accessing their curriculum.
- Prepare and adapt resources to meet a range of learning needs.
- Lead the development and implementation of 'The Bridge' learning space to help support identified students effectively access the personal development and academic curriculum.
- Co-ordinate with teaching and pastoral staff
- Lead small group and 1:1 interventions, including social-emotional and academic programmes
- Provide morning check in and settle before the start of the school day for targeted students.
- Provide end of day reflection and review opportunities for targeted students.

Additional Responsibilities

This job description is not necessarily a comprehensive definition of the post. The post-holder is expected to carry out any other tasks which the Headteacher or Governors may from time to time reasonably require. This job description allocates duties but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

Person Specification



| Qualifications | Essential | Desirable |
|---|-----------|-----------|
| High Level Teaching Assistant status or equivalent (or currently working towards) | ✓ | |
| GCSE English and Maths grade C/ Grade 4 or above | ✓ | |
| Additional training or qualifications in SEMH, SEND or inclusive practice | | ✓ |
| Knowledge and Understanding | | |
| Strong understanding of how to safeguard young people | ✓ | |
| Strong understanding of SEMH, ASD and ADHD needs and how to remove barriers to learning | ✓ | |
| Knowledge of inclusive practice | ✓ | |
| Knowledge of trauma-informed practice | | ✓ |
| Experience | | |
| Experience of working with students with SEND in an educational setting. | ✓ | |
| Planning and delivering 1:1 or small group interventions to students | ✓ | |
| Experience supporting students with Social, Emotional and Mental Health (SEMH) needs | ✓ | |
| Experience of record keeping and contribution to Individual Learning Plans/ EHCP assessment/Specialist referral paperwork | ✓ | |
| Experience of working with external agencies | | ✓ |
| Experience of working in a school SEMH provision or in alternative provision | | ✓ |
| Skills, abilities, attributes | | |
| Willingness to support the Christian ethos and character of the school | ✓ | |
| Strong organisation and communication skills | ✓ | |
| Patient, empathetic and resilient | ✓ | |
| Able to keep clam under pressure | ✓ | |
| Commitment to own professional learning | ✓ | |
| Willingness to part of a team | ✓ | |
| Drive, enthusiasm and willingness to initiate and contribute to new developments. | ✓ | |
| A good sense of humour. | ✓ | |