

## Higher Level Teaching Assistant - Social, Emotional & Mental Health

Salary Range : Bucks Pay Range 4

Core hours 8:30 – 16:40 (including unpaid 30 minute lunch break)

Job Purpose	To work with the SENCo and Lead SEN Teacher to enable access to learning for all students but with a specific focus on students with identified social, emotional and mental health needs.
Reporting To	SENDCo
Responsible for	<p>Support for Students:</p> <ul style="list-style-type: none"> <li>• To be the secure person for a designated group of students/form group by supervising and providing particular support, ensuring their safety and access to learning activities.</li> <li>• Develop a holistic approach to meeting Social, Emotional and Mental Health needs, enabling learners to make good progress by working with teachers, other support staff, families and external agencies.</li> <li>• Establish constructive relationships with students and interact with them according to individual needs</li> <li>• Develop and implement individual Education/Behaviour Plans, Risk Assessments, Personal Care and Therapy Care programmes for a designated group/form.</li> <li>• Establish therapeutic relationships with students and interact with them according to individual needs.</li> <li>• Promote the inclusion and acceptance of all students.</li> <li>• Encourage students to interact with others and engage in activities led by teachers.</li> <li>• Set challenging and demanding expectations and promote self-esteem and independence.</li> <li>• To help students develop resilience and independence, both learning in lessons and forming positive relationships with peers and staff.</li> <li>• Provide feedback to students in relation to progress and achievement under the guidance of teachers.</li> <li>• To develop and enhance expertise in supporting students with complex social, emotional and mental health needs by attending training and working alongside relevant internal and external professionals such as psychologists and therapists.</li> <li>• To provide support in the delivery of specialist interventions, taking a lead where appropriate.</li> </ul>

- To sustain an active engagement with families of designated students to help them explore issues and make changes in areas that may be affecting their child's learning and development. This may involve home visits.
- To track the progress of students with Social, Emotional and Mental Health needs using the available data and monitor the impact of interventions, sharing this with the SENCo and other relevant professionals.

#### Support for Teachers:

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lessons and interventions
- Use strategies, in liaison with the teacher, to support students to achieve learning goals
- Assist with the planning of learning activities
- Monitor students' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers and the SENCo on student's achievement, progress, problems etc.
- Promote good student behaviour, dealing promptly with conflict and incidents and encourage students to take responsibility for their own behaviour
- Establish constructive relationships with families

#### Support for the Curriculum:

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to students' needs
- Undertake programmes linked to local and national learning strategies, recording achievement and progress
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use
- Working with the subject specialist producing differentiated learning materials matched to the needs of the students on the SEN register.
- Deliver interventions and / or 1:1 sessions as timetabled by the SENCo

#### Support for the Academy:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- 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 development as required
- Assist with the supervision of students out of lesson times, including before and after school, break and lunchtime as required
- Accompany teaching staff and students on visits and out of school activities as required and take responsibility for a group under the supervision teaching staff

General Requirements	<ul style="list-style-type: none"> <li>• To be a reflective practitioner, evaluating and improving own practice in order to take teaching and learning forward.</li> <li>• To contribute to both school's developments by sharing professional learning, expertise and skills with others, and participating in collaborative learning opportunities.</li> <li>• To take full advantage of any relevant training and development available and undertake any necessary professional development as identified in the SEN Development Plan and the PDR process.</li> <li>• To take responsibility for ongoing personal professional development to inform and extend professional practice to secure improvements in teaching and learning.</li> <li>• To undertake any other task deemed appropriate by the Headteacher.</li> </ul>
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This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of The Misbourne in relation to the post holder's professional responsibilities and duties.

The Misbourne is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

The post holder is deemed to be in a position of trust and maintenance of satisfactory DBS and DFE clearance is essential

Post holder

Date: .....

Signature: .....

Printed Name: .....

Line Manager

Date: .....

Signature: .....

Printed Name: .....