



**Woodfield School**  
Together we will achieve

# SEMH Learning Support Assistant (Grade 4)

**Woodfield Primary SEMH School**  
Required ASAP



*Effort + Respect x Ambition = Success*



**Woodfield Primary is located at our Stoneleigh Road site and is the primary provision of Woodfield all through SEMH School.** Woodfield School currently provides specialist SEMH education across Coventry.

The Primary School caters for students from Yr1-Yr6 currently. We operate in class sizes of up to eight students supported by their class teacher and learning support staff. Students are grouped based on a two-year rolling curriculum. Classes comprise of Yr1&2, Yr3-4, Yr5-6.

The site has undergone a curriculum review to ensure students' academic needs are met, we ensure pupils meet their potential and that they progress year upon year. The CornerStones curriculum is used across key stage 1&2 which provides clarity about what is being taught, accurate monitoring of student progress and a range of engaging cross-curricular projects for students to access.

Classroom development and Bespoke timetables and interventions have been a priority as we aim to create therapeutic and personalised environments which support student learning and regulation. Recent development of the site has helped create regulation spaces within each classroom which students can access during different points of the day, plus we have Forest School on site, alongside a number of other interventions such as Boxing, Sewing, War Hammer, Reading Dogs, Lego, Art, Messy Play, Coventry Football outreach, Lock Club, One to One support, Music and we are members of Coventry's Museum's Virtual Schools Membership Scheme, whilst offsite we have interventions such as Saints Foundation- Values of Sport, Horse Riding, Boxing, Swimming.

We have developed an 'Early Years' area in the school which allows for our younger students to experience learning through play and support social development. This provision reduces student interactions with older aged peers as we continue to take steps to improve the culture of the site and decrease negative learnt behaviour peer to peer.

We have a host of support options available for all pupils with some pupils being able to access their own individual timetables to help with their specific needs. We encourage staff with additional skill sets and the motivation to enhance our lunchtime activities where pupils are able to access and have fun with slime club, archery, football, film club, Long Grass play and hammer beads.

Key contacts: **Sarah Mills (Primary site lead)**

SENCO: **Kate Parker**

Pastoral leads: **Jennifer Davoudian: Sarah Keogh**



## SEMH Learning Support Assistant

We are a supportive, inclusive and caring school that welcomes all children.

We are looking to appoint a highly motivated, empathetic and resilient SEMH learning support assistant who has experience of working with children with special education needs, in particular SEMH. This person will have an understanding of SEMH and the challenges that this brings for children.

You will be supporting and nurturing primary aged pupils who have SEMH difficulties. You will be responsible for supporting them throughout their time in the setting. You will help the children to progress socially and academically by working closely with a SEMH team, as well as other school staff. You will be expected to feedback to class teachers and SENCOs about the child's progress and general wellbeing.

You will also be expected to work independently with small groups and plan and prepare for this. You will need to have patience as well as good behaviour management skills, or the ability to develop them. You will also need a passion for working with young people and supporting those with barriers to their learning. All of the young people we serve have EHCPs with the majority of primary needs revolving around SEMH, a large percentage of our cohort have diagnosis of ASD and ADHD. We are committed to staff professional learning and this role could provide a stepping stone towards either qualified teacher status or HLTA providing recognised pathways for career progression at all levels.

You will ideally hold a Level 3 teaching assistant qualification or higher, however, experience of working in schools or with pupils is acceptable. You will ideally have experience of working with and supporting younger children with SEN in a school setting. You will have experience or a passion of providing support for SEN children and be confident in meeting their needs. Ideally you will have an understanding of the National Curriculum and issues surrounding SEMH children and you will have developed good behaviour management skills.

Most importantly you will have a passion for working with children with additional needs and be a positive and enthusiastic team player.

In addition, there are benefits to being a colleague at Woodfield's School

- **Social committee with subsidised events**
- **Revision sessions paid for (Subject to minimum numbers)**
- **Occupational health and counselling support**
- **Cycle Scheme**
- **Free Flu jabs and other vaccinations**
- **Potential to work across more than one school/phase if appropriate**
- **Free onsite parking**
- **Free tea and coffee**

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# Why work at Woodfield Primary School?

On behalf of our entire school community I extend a warm welcome to Woodfield School and hope you take the opportunity to also explore our website. Please take time to learn about our wonderful students and staff and gain a full understanding of how we work together to support student development and progress at every stage of our students' education journey.

Woodfield is a Social Emotional and Mental Health (SEMH) school with the aspiration to be the very best in the country! Woodfield is at a very exciting point in its improvement journey with the impending co location of all our provisions on one site at the former Woodlands school for boys on Broad Lane. This exciting project will allow us to create bespoke specialised environments to support meeting the needs of our students alongside designing and implementing a truly aspirational curriculum for our young people. Our aim is be functioning on one site during the end of academic year 2023/24.

Our Woodfield vision is for all students to make exceptional progress. That progress encompasses both rigorous academic progresses, gaining qualifications to unlock further education and employability routes and the knowledge and skills to understand and manage the social, emotional and mental health barriers faced by every individual.

We are very proud of our staff, students and wider school community. Our staff are highly skilled, and dedicated and provide a personalised approach to all students, who are supported by a team around each child approach. We foster a culture of warmth, care and empathy which is underpinned by our three school principles. Effort, Respect and Ambition (ERA) these are the non-negotiable trademark behaviours that are the expected norm in the classrooms of Woodfield for every single member of the Woodfield community.

We work in partnership with all parents, carers and external agencies and welcome regular two-way communication and feedback.

We are a rapidly improving SEMH specialist setting on an exciting journey. Our goal is to be the very best provision in the country and we will continue to strive for 'excellence in SEMH education' for all our stakeholders.

***Nico De Groot - Interim Principal***



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## **JOB DESCRIPTION – SEMH Learning Support Assistant**

**Woodfield School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment.**

**GRADE:** 4  
**HOURS:** 35 hours per week – Term time only plus 5 days  
(Teacher Training days)  
Monday to Thursday 8.30 am to 16.15pm and Friday 8.30am to 16:00pm

### **JOB PURPOSE:**

- To work under the guidance of the Site Lead and within an agreed system of responsibility and accountability, to implement agreed work programmes/intervention strategies with individuals and groups of students, both in and outside the classroom
- To ensure that supporting students' learning, personal development and wellbeing is your first concern
- To help build student confidence and self-esteem, inspiring them to learn and develop into successful and resilient young adults
- To assist students to achieve the highest possible levels of academic and personal attainment through your fostering of excellent working relationships with those students
- To participate in the school's self-evaluation procedures, including in the evaluation of the impact of your own interventions and work programmes
- To act with honesty and integrity
- To be self-critical and respond in a professional manner to feedback on performance
- To forge positive professional relationships

### **DESCRIPTION OF DUTIES AND RESPONSIBILITIES:**

#### **Under the direction of the class teacher:**

- Support and/or supervise the teaching activities of individuals or groups of students to ensure their safety
- Use appropriate skills to undertake those activities necessary to meet the physical and emotional needs of individuals and groups of students, including those pupils with special educational, physical or emotional needs.
- Understand the learning objectives, content and intended outcomes for the learning activities in which students are involved and support in monitoring student progress.
- Promote positive behaviour. Model high level social and communication skills and give appropriate support when needed.
- Contribute to the de-escalation and management of challenging behaviour in children and young people, modelling a consistent approach.
- Assist the class teacher in the planning and implementation of strategies to support students in accessing the curriculum in accordance with their Special Educational Needs.

#### **RESPONSIBILITIES AND TASKS MAY INCLUDE SOME OF THE FOLLOWING:**

- Assist the teacher with the planning of learning activities, preparing or modifying work for individuals or group of students as required
- Develop and adopt strategies to support students to achieve learning goals, both academic and

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personal

- Establish constructive relationships with students, providing feedback to them in relation to progress and achievement
- Prepare and maintain equipment and teaching resources for lessons and activities including the control of stock within the classroom
- Undertake supervision and discipline of students within the procedures of the school, providing detailed and regular feedback as appropriate
- Promote student independence in developing social and communication skills, reinforcing the students' self-esteem through praise and encouragement by setting challenging expectations
- Ensure that students are able to safely use equipment and materials provided
- Assist with the implementation of programmes designed by other professionals such as educational psychologists and speech and language therapists
- Assist the teacher in liaising with other professional staff and reporting information from/to parents/carers, contributing to meetings to discuss a specific student's progress as appropriate.
- Assist the teacher with the administration of baseline tests
- Support the use of ICT in learning activities and develop students' safety, competence and independence in its use
- Prepare/clear the classroom as directed before and after lessons, including the preparation of visual aids, and the display and presentation of students' work
- Provide support to the classroom teacher by undertaking photocopying, filing, recording and general administrative duties
- Assisting with the identification and monitoring of students' general health, welfare and safeguarding
- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns in line with school policies
- Demonstrate understanding of and contribute to the ethos of the school
- Assist with the supervision of students outside of lesson times, including before and after school and during lunch and break time, in line with duty rotas
- Assist with group activities within and away from the classroom/school, such as PE lessons and educational visits
- Participate in personal and professional development activities to meet the changing demands of the role and encourage and support other staff in their development and training
- Attend and participate in relevant meetings as required
- Assist the class teacher in supporting volunteer helpers or student teachers in the classroom
- Participate fully in any other duties and responsibilities within the range of the salary grade

### **Other Duties**

- To undertake such other duties, training and/or hours of work as may well be reasonably required and which are consistent with the role.
- To participate in performance management arrangements.
- To adhere to published school policies and procedures.
- To attend regular meetings with line manager.

### **Safeguarding**

Teachers are accountable for the way in which they exercise authority, manage risk, use resources and protect students from discrimination and avoidable harm. All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical harm. When an individual accepts a role that involves working with children and young people they need to understand and acknowledge that the responsibilities and trust are inherent in that role.

- The jobholder is expected to observe their obligations in accordance with the School's Child Protection Procedure, and to report any concerns that they may have regarding a child or young person's welfare to the appropriate person. A copy of the School's Child Protection Procedure can be obtained from the jobholder's line manager.
- ***The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

### **Rehabilitation of Offenders Act 1974**

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions and reprimands being considered. Any convictions cautions or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Principal by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with the School's Disciplinary Procedure.

### **Health and Safety**

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the School's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

### **Confidentiality and Data Protection**

The jobholder is expected to comply with the provisions of the Data Protection Act 1998. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the School's Data Protection Policy.

### **Equality and Diversity**

Woodfield School is committed to equality and values diversity. As such the School is committed to fulfilling its Equality Duty obligations, and expects all staff and volunteers to share this commitment. The Duty requires the School to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age, gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they come into contact with, with dignity and respect and are entitled to expect this in return.

### **Training and Development**

Woodfield School has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous

professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

*This job description reflects the major tasks to be carried out by the jobholder and identifies the level of responsibility at which the jobholder will be required to work, as at the date on which the last review took place.*

*This job description may subject to review and/ or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder, and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests.*

All duties and responsibilities must be carried out with due regard to the City Council's Health and Safety Policy.

Post holders will be accountable for carrying out all duties and responsibilities with due regard to the City Council's Equal Opportunities Policy.

Duties which include processing of any personal data, must be undertaken within the corporate Data Protection Guidelines (Data Protection Act 1998)

**Responsible to: Director/Principal/ Site Lead**

**Date Reviewed: February 2023**



## **PERSON SPECIFICATION**

<b>ATTRIBUTES</b>	<b>REQUIREMENTS</b>
<b>QUALIFICATION</b>	<ul style="list-style-type: none"><li>• Proof of literacy and numeracy skills sufficient to assist students' literacy and numeracy, (up to GCSE level - Equivalent to NVQ Level 2)</li></ul>
<b>KNOWLEDGE &amp; UNDERSTANDING</b>	<ul style="list-style-type: none"><li>• An awareness and understanding of the difficulties students with special educational needs are likely to face</li><li>• Understanding of the issues around safeguarding children and young people</li><li>• Understanding of the importance and benefit of establishing positive relationships within the classroom</li><li>• Understanding of the need to focus on students as individuals</li><li>• Knowledge of the EHCP process and what an EHC Plan means for a young person</li><li>• Awareness of behaviours and triggers that affect individual learning and progress</li><li>• Awareness that all behaviour is an indicator of need, and how these can be interpreted</li><li>• Knowledge of how the curriculum relates to the age and ability ranges of all students</li><li>• Knowledge of how to support students in accessing the curriculum in accordance with their Special Educational Needs</li><li>• Knowledge and understanding of students' academic levels and the level at which they function socially, with a commitment to helping them fulfil their potential</li><li>• Working knowledge of relevant policies and codes of practice and awareness of relevant legislation</li></ul>
<b>SKILLS &amp; ABILITIES</b>	<ul style="list-style-type: none"><li>• A commitment to safeguarding children and young people</li><li>• Recent experience of working with school age children</li><li>• Recent experience of contributing towards the joint planning and evaluation of teaching and learning activities</li><li>• Ability to liaise and communicate effectively with others in respect of duties of the post</li><li>• Ability to lead small groups of students in learning activities who are identified as more or less able</li><li>• Ability to work in liaison with all staff</li><li>• Ability to recognise the contribution that parents and carers can make to the development and well-being of our students</li><li>• Ability to contribute to the de-escalation and management of challenging behaviour in children and young people</li><li>• Ability to work with the teaching staff and other professionals to ensure a coherent team approach within the context of the classroom</li><li>• Ability to assist in the development and implementation of strategies to achieve set objectives associated with the curriculum and individual student programmes</li><li>• Ability to utilise and deploy equipment associated with Information and Communication Technology, to assist individual and groups of students in their learning programmes</li></ul>

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	<ul style="list-style-type: none"> <li>• Ability to support literacy and numeracy activities across the curriculum</li> <li>• Ability to facilitate students' learning and development through the role of Mentor</li> <li>• Ability to contribute to planning and delivery of effective intervention for pupils at risk of underachieving</li> <li>• Ability to observe, monitor and provide written and verbal feedback to individual students in line with school policies.</li> </ul>
<b>ATTITUDES &amp; VALUES</b>	<ul style="list-style-type: none"> <li>▪ A passion for wanting to improve the futures of disadvantaged young people</li> <li>▪ Commitment to one's own learning</li> <li>▪ Commitment to Continuing Professional Development</li> <li>▪ A belief that schools can make a difference</li> <li>▪ Commitment to demonstrating high expectations of and aspirations for our students</li> <li>▪ Ability to establish fair, respectful, trusting, supportive relationships with children and young people</li> <li>▪ Ability to promote positive behaviour through modelling high level social and communication skills and giving appropriate high quality support</li> <li>▪ Ability and willingness to identify own training needs and participate in training and evaluate own learning</li> <li>▪ Exceptional professionalism and motivation</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Recent experience of working within the area of Special Educational Needs</li> <li>• Recent experience of supporting students with autistic spectrum condition or attachment needs</li> </ul>
<b>SPECIAL REQUIREMENTS</b>	<ul style="list-style-type: none"> <li>▪ This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. A DBS Disclosure will be required prior to appointment</li> </ul>

Last reviewed February 2023



## SEMH Learning Support Assistant

Required as soon as possible

<b>Grade</b>	4 - (£19,613 - £22,437 pa actual salary)
<b>Working hours</b>	35 hours per week Monday to Thursday - 8.30am – 16.15pm and Friday 8.30am to 16:00 (half an hour lunch)
<b>Term time</b>	Plus 5 days (Teacher training days)

An opportunity to join the Woodfield team has arisen for dedicated and motivated individuals with a passion for supporting young people with special educational needs. Woodfield provides specialist SEMH education across Coventry between early years to the end of KS4. Woodfield currently comprises a Primary and Secondary provision on split sites. You would be joining the school at a very exciting time as the school looks forward to joining Sidney Stringer MAT and moving to one site provision on the Woodlands School site in the academic year 23/24. At this point the school will be one of the biggest providers of SEMH provision in the country, with the goal to the very best provision in the country and recognised as such nationally.

If you would like further information, would like to organise a tour of the school or to discuss the post in more detail then please contact:

**Sarah Mills – Primary Site Lead at [smills.staff@sidneystringeracademy.org.uk](mailto:smills.staff@sidneystringeracademy.org.uk)**

### How to apply

If you are ambitious for yourself and want to be part of a great team at this really exciting time then we would like to meet you.

For further details, an application form, and to apply, please visit our Website:

**[www.woodfieldschool.net](http://www.woodfieldschool.net)**

Please return completed application forms to Stuart Hands -  
**[stuarthands@woodfield.coventry.sch.uk](mailto:stuarthands@woodfield.coventry.sch.uk)** [No hard copies to be sent in the post].

We look forward to receiving your completed application form.

Closing date: **Thursday 29<sup>th</sup> February 2024**

Interview date: **TBC**

**Any offer of employment to the above post will be subject to receipt of a satisfactory disclosure from the Disclosure and Barring Service.**

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