

**NOTRE DAME HIGH SCHOOL
JOB DESCRIPTION**

Notre Dame High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Job Title	Tier 3 Learning Support Assistant – Social Emotional and Mental health (Equivalent to L3 Teaching Assistant)	
Working Pattern	33.75 hours per week / Term time only	
Salary Scale	Grade 4: £25,584 - £27,711 per annum pro rata Actual starting salary: £20,073.21 - £21,742.05 per annum, depending on scale and experience	
Purpose of the Job	To provide specialist support for students with social, emotional, and mental health needs, including those experiencing anxiety, emotional dysregulation, trauma, or difficulties engaging with learning. This role involves delivering Wave 2 interventions, supporting inclusion in lessons, and helping students develop the self-regulation skills needed to thrive in school.	
Responsible To	SEN Co-ordinator / SEND Inclusion Leader	
Responsible For	N/a	
Level of Contact with Children & Degree of Responsibility	Level of Contact with Children	High
	Degree of Responsibility for Children	High
Conditions of Employment	The conditions of employment for members of non- teaching staff are defined in the current National Joint Council for Local Government Services Document and the Catholic Education Service. To endeavour to implement the Notre Dame High School Mission	

Statement, promoting and supporting the ethos of the school as a learning and caring community committed to following Christ's teaching.

Main Duties and Responsibilities:

1. Specialist Student Support

- Deliver targeted Wave 2 interventions such as Zones of Regulation, 5-Point Scale, Mighty Minds, CBT-based activities, Growth Mindset, and Social Stories.
- Provide 1:1 or small group support focusing on emotional literacy, anxiety reduction, self-regulation and behaviour reflection.
- Support students at key transition times (e.g. start of day, break/lunch, end of day) to promote routine and reduce anxiety.
- Work with pupils who are at risk of disengagement, withdrawal, or exclusion promoting inclusion.

2. Inclusive Classroom Practice

- Provide in-class support to students with SEMH needs, helping them stay focused, regulate emotions, and engage positively.
- Help implement strategies agreed in support plans, such as regulation breaks, check-ins, fidget tools, or reduced writing expectations.
- Promote calm communication, positive reinforcement, and safe spaces when needed.
- Liaise with teachers to ensure consistent approaches across subjects.

3. Intervention Planning and Feedback

- Track student progress through behaviour logs, emotion charts, and intervention outcomes.
- Support the *Assess–Plan–Do–Review* cycle for each student accessing SEMH support.
- Contribute to pupil voice, review meetings, and the development of individual support strategies.
- Provide feedback to class teachers and the SENCO on triggers, regulation patterns, and progress towards emotional goals.

4. Promoting Emotional Regulation and Resilience

- Support students in recognising emotions, naming them, and using strategies to regulate in real time.
- Encourage the use of personalised regulation tools (e.g. stress balls, timers, rest breaks, calm spaces).
- Foster resilience and problem-solving, helping students reflect on incidents and learn from experience.
- Promote a sense of belonging, self-worth, and hope for the future.

5. Professional Development

- Engage in regular CPD to support professional development such as to trauma-informed practice, emotional literacy, inclusive classroom practice and supporting challenging behaviour.
- Attend LSA briefings and share strategies that work to support team development.
- Build knowledge of how to support students with underlying needs linked to mental health, adverse childhood experiences, and autism.

Key Attributes:

- Experience working with students who have SEMH needs.
- Calm, reflective, and emotionally attuned approach to student behaviour and wellbeing.
- Strong interpersonal and communication skills, with a focus on listening and building trust.
- Committed to promoting emotional growth, resilience, and inclusion.

Additional Specific Responsibilities:

- Support lunchtime and unstructured periods for students requiring additional SEMH input.
- Work collaboratively with pastoral staff and external professionals (e.g. MAST, CAMHS, MHST) where appropriate.
- Help develop a culture of kindness, trust, and emotional safety across the school community.
- Support the access, inclusion, and dignity of students with physical disabilities, including assisting a wheelchair user around the site as needed.
- Undertake appropriate training in the use of mobility aids, including EVAC chair training, and ensure safe practice in line with moving and handling guidance.

General Duties:

- To support and contribute to the Catholic nature of the school as directed by the Headteacher and Governors
- To share responsibility for the school's commitment to safeguarding and promoting the welfare of children and young people.