



Level 2 SEMH Practitioner (Teaching Assistant with SEMH Specialism) Wath Central School

Job Description

Post:	Level 2 SEMH Practitioner (Teaching Assistant)
Hours:	31.25 Term-time only plus 2 inset days
Responsible to:	Headteacher / JMAT
School:	Wath Central Primary School
Scale:	Level 2 Band D Point 5-6 FTE £25,583 – £25,989 Actual salary for hours stated: £18,730 - £18,943
Liaising with:	All school stakeholders
Start date:	ASAP
General Duties	
	• Be aware of and comply with all relevant school policies, including those relating to safeguarding, behaviour, SEND (SPECIAL EDUCATIONAL NEEDS AND DISABILITIES), health and safety and data protection. • Promote inclusion and adopt the ethos, values and aims of the school. • Encourage independence of children through practical assistance, training and by being a positive role model. • Accompany groups who are participating in educational visits. • Prepare and clear classrooms for lessons, as directed by the class teacher. • Monitor and support the holistic needs of all children, working closely under the direction of the class teacher. • Provide general administrative and clerical support to the class teacher with regards to lesson planning and resources. • Undertake record keeping as requested. • Demonstrate and promote commitment to equal opportunities. • Where appropriate – Liaise with the SENDCO regularly to review the progress of individual children with SEND.

	Where appropriate – Be responsible for the coordination and provision of interventions for named children or groups of children.
Specific Responsibilities:	Supporting Teachers
	- Assist the class teacher with creating and maintaining displays throughout the classroom and other areas of schools as needed. - Undertake activities set by the class teacher with individual, and groups of, children to ensure their safety and assist with their physical, emotional and educational development. - Support learning activities and teaching programmes, adjusting activities where needed liaising with the class teacher, according to children's responses. - Contribute to keeping records of children's development and communicating any concerns directly to the class teacher or other member of the leadership team if necessary. - Assist with monitoring the needs of children, including educational progress and emotional support. - Assist with monitoring the progress of children with SEND, referring to their EHC plans and reporting back to the class teacher / SENDCO. - Help to ensure that classrooms are orderly, supportive and engaging. - Assist with implementing a variety of teaching strategies, in liaison with the class teacher to support children to achieve their learning goals. - Provide detailed and regular feedback to the class teach on children's achievement, progress and developmental needs. - Promote good behaviour, reporting and dealing promptly with conflicts and incidents in line with the school's behaviour policies. - Establish constructive relationships with parents and carers where required. - Support teacher with SEND profiling (e.g sensory, Boxall)
	Supporting Children
	- Supervise children's work and offering support / resources where necessary, including children with SEND, working both within the classroom and outside. - Where needed, assist the class teacher with the creation of individual learning plans for specific children. - Assist with supporting specific programmes linked to learning strategies. E.g., Phonics - Encourage and support children to interact with each other and engage positively in their learning. - Provide feedback to children in relation to their progress and achievement under guidance from the class teacher. - Attend to children's personal needs, and implement personalised assistance to help with their social, emotional and educational development. - Assist with health and safety needs including support and care for those suffering from minor injuries. (First Aid training will be provided) - Support children at mealtimes where necessary. - Support children when playing, where necessary.
	Supporting the School
	- Establish a supportive relationship with the children and their parents / carers (where necessary), acting as a role model and being aware of and responding to individual needs. - Promote inclusion and acceptance of all children, including those with SEND. - Be aware of confidential issues linked to children maintaining strict levels of confidentiality.

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- Be aware of the school policies and procedures and following these at all times. e.g., Child Protection and Safeguarding, Behaviour, SEND, Data Protection, Health and Safety.
 - Participate in professional development and training to enable the very best support for the children.

The post holder's duties must be carried out in compliance with the school's Safeguarding Policies, Equality Policies, Information Security Policies, Financial Regulations, Health & Safety at Work Act and all other school policies.

These duties and responsibilities should not be regarded as exhaustive or exclusive as the post holder may be required to undertake other reasonably determined duties within the school, commensurate with the grading of the post, without changing the general character of the post. The Job Description and allocation of particular responsibilities will be reviewed on a yearly basis and may be amended by the Headteacher at any time after consultation.

The post holder must always comply with the school's code of conduct.



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Person Specification

James Montgomery Academy Trust is dedicated to appointing the best possible candidates.

The successful candidate for this position will make the education and welfare of children their first concern and will be accountable for achieving the highest possible standards in work and conduct.

EDUCATION AND QUALIFICATIONS			
	Essential	Desirable	Source A- application I - interview R - references
Minimum of English and Maths GCSE or equivalent (Grade A-C or 9-5)	✓		A
NVQ Level 2 or higher qualification in an area appropriate to this role.	✓		A
Evidence of continuous professional development.	✓		A, I
First aid training.		✓	A

SKILLS AND EXPERIENCE			
	Essential	Desirable	Source A- application I - interview R - references
Demonstrable levels of numeracy and literacy.	✓		A
Experience of working in a school setting with children.	✓		A, I
Effective verbal and written communication skills.	✓		A, I, R
Good organisational and time management skills.	✓		A, I, R
Ability to handle changing circumstances and varied responsibilities.	✓		A, I
Ability to work in close collaboration with a class teacher, following their lead.	✓		A, I
Demonstrate patience and understanding, and a willingness to help and nurture all children.	✓		A, I, R
Experience in multi-agency working.		✓	A, I
Experience of working with children with SEND.		✓	A, I

Good levels of competency in using ICT.		✓	A
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KNOWLEDGE			
	Essential	Desirable	Source A- application I - interview R - references
Knowledge of relevant school policies including safeguarding, equal opportunities, health and safety and data protection and the importance of adhering to them.	✓		A, I
Some knowledge of the National Curriculum, EYFS (Early Years Foundation Stage) Framework and phonics.	✓		A, I
Knowledge of the school and its community.		✓	A, I
Knowledge of Teaching Assistant standards 2016 approved by Unions.	✓		A, I

PERSONAL ATTRIBUTES			
	Essential	Desirable	Source A- application I - interview R - references
Able to build successful working relationships.	✓		A, I, R
Able to work independently and as part of a team.	✓		A, I
Empathetic with those facing barriers to their learning.	✓		A, I
A commitment to safeguarding and promoting the welfare of children and young people.	✓		A, I, R
Demonstrably professional, honest and loyal.	✓		A, R
Commitment to children and their learning, wellbeing and safety.	✓		A, I
Committed to equality in line with the Equality Act 2010.	✓		A, I
Dedicated to promoting their own professional development.	✓		A, I
Reliable and dependable.	✓		A, I, R
Willingness to meet Teaching Assistant standards and know strengths and areas to develop.	✓		A, I

Additional Essential Criteria

- Proven ability to demonstrate commitment to the promotion of safe working practices and the provision of a safe learning environment.
- Fully supportive references.
- Full enhanced DBS (Disclosure and Barring Service) clearance.