

OLDHAM COUNCIL

JOB DESCRIPTION

JOB TITLE:	SEMH Teaching Assistant (Level 2)		
DIRECTORATE:	People, Communities & Society	SCHOOL:	Whitegate End Primary
GRADE:	Grade 3 (SCP 16 – 21) £16,440 - £19,126	JE CODE:	ETA2

JOB PURPOSE:

To work under the guidance/instruction of designated teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area under the guidance of teaching staff.

KEY TASKS – Support for Pupils

1. To primarily work within an SEMH Resource Provision with pupils with challenging or complex difficulties to assist them, with others, to overcome barriers to learning.
2. Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
3. Supervise and support pupils to undertake agreed learning activities / programmes linked to local and national curriculum and learning strategies, e.g. literacy, numeracy, KS1, KS2 or early years.
4. Adjusting activities according to pupil responses and needs, including for those with special educational needs.
5. The role may include supporting and implementing pupils' personal programme, including social, health, physical, hygiene, and welfare matters. The pupil may also need assistance to access different areas of the school. Following appropriate training and in line with school procedures, to administer basic first aid and/or medication as required.
6. Promote inclusion and acceptance of all pupils by encouraging them to interact with each other and to engage in activities led by the teacher.
7. Support the effective use of ICT in learning activities and develop pupils' competence and independence in its use.
8. Support the implementation of Individual Education Plans and Behaviour Plans.
9. Promote self-esteem and independence amongst pupils.
10. Provide feedback to pupils on their progress and achievement under the guidance of a teacher, in line with school policy.
11. Show resilience to work in a dynamic, trauma-informed environment, with pupils that have social, emotional, academic and mental health needs.

KEY TASKS – Support for Teachers

12. Promote good pupil behaviour, dealing promptly with conflicts in line with school behaviour policies.
13. Establish constructive relationships with parents and carers, promoting the School's home/school liaison policy.
14. Assist the teacher with the preparation of teaching and learning materials and resources.
15. Provide detailed feedback to teachers on pupils' achievement, progress, problems etc. as requested.
16. Undertake pupil record keeping as requested, and assist with the collation of pupil reports as requested by the teacher, which may involve data inputting.
17. Maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
18. Assist with the display of pupils' work.
19. Prepare, maintain and use equipment/resources required to meet the lesson plans/learning activity and assist pupils in their use.
20. Administer and mark straightforward routine tests, e.g. spelling or mental arithmetic, and invigilate tests as required.
21. Provide clerical support for teachers, e.g. photocopying, filing, collecting money, checking deliveries and placing goods in stock and maintaining records of stock, administering coursework, production of work sheets for agreed activities.

KEY TASKS – Support for the School

22. To support others within the classroom and the School, contributing to the achievement of School objectives by working as part of a team.
23. Assist with activities outside the classroom, working as part of a team to oversee pupils and support Activity Leaders, e.g. Breakfast Club or accompanying to swimming lessons.
24. Accompany teaching staff and pupils on visits, trips and out-of-school activities as required and take responsibility for a group under the supervision of a teacher.

STANDARD DUTIES

1. To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all.
2. To uphold and promote the values and the ethos of the school.
3. Communicate effectively with parents with regard to pupils' achievements and well-being.
4. To implement and uphold the policies, procedures and codes of practice of the School, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying

and safeguarding/child protection.

4. To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises.
5. Respect confidentiality of staff, pupils, families and visitors and not breach this trust. Any breaches of confidentiality must be reported to the Headteacher immediately.
6. To participate and engage with workplace learning and development opportunities to continually improve own performance and that of the team/school.
7. To attend and participate in relevant meetings as appropriate.
8. To undertake any other additional duties commensurate with the grade of the post.

CONTACTS:

Colleagues working within the School, Pupils, Parents/relatives/carers, Peripatetic services, Educational Psychologists and other education or health care professionals, Governors

RELATIONSHIP TO OTHER POSTS IN THE DEPARTMENT:

RESPONSIBLE TO: SENCo / Class Teacher / SLT

RESPONSIBLE FOR: Not Applicable

SPECIAL CONDITIONS:

Enhanced CRB Disclosure is required

	DATE	NAME	POST TITLE
PREPARED			
REVIEWED			
REVIEWED			

PERSON SPECIFICATION

Job Title: SEMH Teaching Assistant – Level 2

	Selection criteria (Essential)	Selection criteria (Desirable)	How Assessed
Education & Qualifications	NVQ 2 for Teaching Assistants or equivalent qualification or experience	Paediatric First Aid certificate	AF / I
	Literacy and Numeracy skills equivalent to Level 1 of the National Qualification & Credit Framework	Team Teach Level 1 / 2	AF / I
	Completion of Department for Education Teacher Assistant Induction Programme (or to complete within first term)		AF / I
	Willingness to undertake training in relevant learning strategies e.g. literacy/ Key Stage 3		AF / I
Experience	Working with or caring for children of a relevant age to those in the school		AF / I
	Experience of working with children with Special Educational Needs and Difficulties.	Experience of working with children with social, emotional and mental health difficulties.	AF / I
	Experience of working with learning resources and helping with their preparation to support learning programmes		AF / I
	Experience of effectively using ICT and other technology such as digital recorders and photocopiers and resolving straightforward problems in their operation		AF / I

Skills & Abilities	Interpersonal skills to build effective working relationships with pupils and colleagues		AF / I
	Communication skills to liaise sensitively and effectively with parents and carers		AF / I
	Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these		AF / I
	To promote a positive ethos and good role model		AF / I
	To continually improve own practice/knowledge through self evaluation and learning from others		AF / I
	To be able to work in sometimes stressful situations and manage professionally one's own behaviour and emotional response to very challenging behaviours in others		AF / I
	Resilience to work in a dynamic, trauma-informed environment, with pupils that have social, emotional, academic and mental health needs		AF / I
Knowledge	Basic understanding of a child's development and learning.	Knowledge of a Community language, e.g. British Sign Language, Urdu or Polish	AF / I
	Understanding of the relevant policies/codes of practice/ and awareness of relevant legislation in the context of your role	To be aware of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection.	AF / I
	General understanding of national/foundation stage curriculum and other relevant learning programmes/strategies		AF / I
			AF / I

	Understanding of equal opportunities and an awareness of potential barriers children may have around learning		
Work Circumstances	To work flexibly as the workload demands		AF / I
	Occasional out of hours working to support school functions		AF / I

Abbreviations: AF = Application Form; I = Interview.

NB. - Any candidate with a disability who meets the essential criteria will be guaranteed an interview