

**MATRIX ACADEMY TRUST**  
**Job Description – SEMH Specialist Learning**  
**Support Assistant (Level 3 Qualified)**

Arrangement:	Full time – 37 Hours Term Time Only 39 Weeks a Year Working Hours: Monday – Thursday 8.00am – 4.00pm, Friday 8.00am – 3.30pm (including a 30 minute lunch)
Salary:	Level 3 qualified – Scale Group 5 Spine Point 17-20
Line Manager:	Assistant Headteacher. Working in partnership with: Senior Leadership Team, SENDCo, Teaching Staff and Outside Agencies.
Main Purpose:	<p>To work as part of the Special Educational Needs Support Team in supporting and including pupils with social, emotional and mental health needs and wider learning difficulties/disabilities.</p> <p>To work with small groups of pupils with complex needs to support the aim to return to a mainstream setting.</p> <p>To work under the instruction and guidance of teachers and leadership to undertake work, care and 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. You will also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task.</p>
Main Activities:	<p><b>SUPPORT FOR PUPILS</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of the special educational needs of the pupils in your care.</li> <li>• Supervise and provide bespoke support for pupils with special needs, ensuring their safety and access to learning activities</li> <li>• Develop study and organisational skills</li> <li>• Help keep the pupils on task and well-motivated</li> <li>• To model good practice</li> <li>• Monitor the social, emotional and physical wellbeing of the pupils</li> <li>• Supporting activities outside the classroom tailored to pupils' specific needs</li> <li>• Supporting on school trips</li> <li>• Organise, plan and review clubs that will support the progress of pupils</li> <li>• Support pupils in exams with appropriate access arrangements</li> <li>• Establish constructive relationships with pupils and interact with them according to individual needs, treating them with respect and consideration</li> <li>• Promote the inclusion and acceptance of all pupils</li> <li>• Encourage pupils to interact with others and engage in activities led by the teacher</li> <li>• Set challenging and demanding expectations and promote self-esteem and independence</li> <li>• Provide feedback to pupils in relation to progress and achievement under guidance of the teacher</li> <li>• Uphold the Professional Standards for Teaching Assistants (2015)</li> </ul>

- Support the SENDCo with developing, monitoring and reviewing pupil profiles and IEPs
- Support pupils with their reading

#### SUPPORT FOR THE TEACHER

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Monitor pupils' responses to learning activities and accurately record progress as directed
- Provide regular feedback to teachers and the SENDCo on pupils' progress
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Collaborate with teachers to contribute to planning lessons or activities
- Prepare materials and resources for specific interventions
- Prepare pupils beforehand for a task if necessary
- Adapt activities for identified groups or individuals
- Support the teacher in implementing specific teaching programmes, such as Fresh Start English
- To supervise practical tasks
- To carry out structured classroom assessment and observation of SEND pupils and feedback outcomes to the SENDCo
- Supervise small group activities
- Occasionally cover lessons if necessary

#### SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities and teaching programmes, adjusting activities according to pupil responses
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment and resources required with a relevant learning activity and assist pupils in their use

#### SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop

	<ul style="list-style-type: none"> <li>• Attend and participate in relevant meetings as required, within normal contractual hours</li> <li>• Assist with the supervision of pupils out of lesson times, including break and before and after school when necessary</li> <li>• Undertake planned supervision of SEND pupils' out of school hours learning activities</li> <li>• 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 the teacher</li> <li>• Contribute to reviews and assessments as directed by the SENDCo and Leadership Team.</li> <li>• On occasions be available to provide cover for absent colleagues</li> <li>• To assist in remote teaching where required.</li> </ul>
Additional Duties:	<ul style="list-style-type: none"> <li>• To play a full part in the life of the school community and to support its distinctive mission and ethos.</li> <li>• Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.</li> <li>• Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.</li> <li>• Be aware of, support and ensure equal opportunities for all.</li> <li>• Contribute to the overall ethos/work/aims of the school and supports its distinction mission</li> <li>• Appreciate and support the role of other professionals.</li> <li>• Participate in training and performance development as required</li> <li>• Any other duty as deemed appropriate to the post by the Headteacher.</li> </ul>

This job description may be amended at any time, following consultation between the Headteacher and postholder. These are broad descriptions of the types of duties/activities expected of the post and are not an exhaustive list.

The Headteacher retains the right, as a condition of your employment, to require you to undertake such other duties as may reasonably be expected of you in this post. These duties will correspond to the general character of the post and are commensurate with its level of responsibility.

Postholder Name: ..... Date: .....

Postholder Signature: ..... Date: .....

**MATRIX ACADEMY TRUST**  
**Person Specification – SEMH Specialist Learning Support Assistant (Level 3 Qualified)**

Factors	Essential or desirable	Measured by A - application S - selection method I - interview
<b>Qualifications</b>		
Hold a Level 3 qualification as a Teaching Assistant	E	A
Adequate level of literacy and numeracy (GCSE grade C or equivalent in English & Maths).	E	A/I/S
First aid qualification	D	A
Any other relevant qualifications e.g. specific learning courses for SEND needs	D	A
<b>Experience and Knowledge</b>		
Working within a similar role and learning environment	E	A/I/S
Working with pupils with Social, Emotional and Mental Health needs	E	A/S/I
Understanding the impact trauma has on young people	D	A/I
Working with or caring for children of relevant age	E	A/I
An understanding of national curriculum and other learning programmes and strategies	E	A/I/S
An understanding of child development and learning	E	A/I/S
Computer and keyboard skills and to be able to operate relevant office equipment and IT packages to support learning	E	A/I
Working in an Alternative Provision unit or SEMH School	D	A/I
<b>Practical Skills, Personal Qualities and Behavioural Attributes</b>		
Excellent verbal and written communication skills	E	A/I/S
Good time-management, organisational skills and work-planning	E	I/S
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	E	I
Excellent inter-personal skills, with both children and adults	E	I/S
Self-motivated and enthusiastic	E	A/I/S
An open, honest and active listener	E	I
An ability to remain calm when under pressure	E	I/S
A friendly, professional and respectful approach which demonstrates support and a commitment to providing a quality service	E	I/S
Flexible approach to work and prepared to undertake routine tasks outside of the classroom	E	A/I
Committed to the needs of the pupils, parents and other stakeholders	E	A/I

*Matrix Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All posts within Matrix Academy Trust are subject to pre-employment and vetting checks as required by Keeping Children Safe in Education, including satisfactory references and enhanced criminal record checks with the Disclosure and Barring Service (DBS).*