



Halton Lodge Primary School

SEMH Behaviour Support Assistant - Job Description

Post title:	SEMH Behaviour Support Assistant
School:	Halton Lodge Primary School
Pay Range:	HBC3 + SEN Allowance
Line manager:	SEMH Teacher
Supervisory responsibilities:	

Main purpose of the job

- To work under the guidance of the SEMH Teacher to support children with social, emotional and mental health (SEMH) needs and the resultant behavioural difficulties, in order to help them overcome the difficulties they are experiencing in their education.
 - To raise standards of SEMH learners using a range of teaching strategies, in line with the school's policies and procedures.
 - To work under the guidance of the SEMH Teacher in the planning and implementation of programmes of support for EYFS and KS1 children with their SEMH concerns.
 - To set the ethos of the SEMH Provision and support the SEMH Teacher in ensuring high standards and consistency.
 - To communicate with staff and parents/carers regarding the learning needs of pupils who have SEMH concerns.
 - To hold high aspirations for all children and ensure that all learners' needs are met in line with the statutory requirements of the Early Years Foundation Stage framework and National Curriculum, as appropriate.
 - To be responsible for promoting and safeguarding the welfare of children and young people within the school.
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Duties and responsibilities

- Promote the inclusion of all pupils, ensuring they have equal opportunities to learn and develop.
- In collaboration with the SEMH Teacher, provide guidance in the area of SEMH to secure high quality teaching and learning, deploying appropriate strategies and effective use of resources to bring about improved standards of achievement of all pupils.
- In collaboration with the SEMH Teacher, to plan, deliver and implement effective individual educational and behaviour plans to ensure all children maximise learning opportunities to reach their potential.
- In collaboration with the SEMH Teacher, observe and monitor the pupils' performance (attainment and progress) and behaviour; and contribute to detailed and confidential records in order to plan next steps for learning, behaviours and attitudes.
- In collaboration with the SEMH Teacher, develop a safe, stimulating and purposeful classroom and outdoor learning environment.



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- In collaboration with the SEMH Teacher, effectively supervise and manage behaviour in SEMH Provision - including the playground at break times and lunchtime (and through leading play activities with those children).
- Support statutory activities and meetings, such as Annual Review processes, and visits to pupil's home and home schools (to carry out meet and greet, develop detailed transition, gather information and formulate successful integration plans).
- In collaboration with the SEMH Teacher, monitor the progress made in achieving plans and targets, and evaluate the impact on teaching and learning, behaviour and attitudes whilst developing children's resilience.
- In collaboration with the SEMH Teacher, promote the successful integration / inclusion of children with SEMH needs into mainstream settings wherever appropriate; and support the strategies and approaches for individuals and group of pupils in the classroom.
- Disseminate good practice relating to SEMH for staff at our school and the other EYFS/KS1 SEMH Provision – including the schools where the pupils originated / transferred from (as required).
- Support individual pupils using a range of de-escalation skills and, where necessary, physical interventions in school and during class visits (following training). Ensure the effective recording of such physical interventions is used to identify triggers and patterns of behaviour, to support appropriate behaviour management strategies subsequently.

This job description is not your contract of employment. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the appraisal process or as appropriate.

Signature of Post holder _____ **Date** _____

Signature of Headteacher _____ **Date** _____



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PERSON SPECIFICATION:

Qualifications

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| 1. Minimum of 5 A* - C GCSE (or equivalent) including English & Maths | E |
| 2. NVQ Level 3 for Teaching Assistants or equivalent qualification or experience | E |
| 3. Willingness to undergo further training and development | D |
| 4. Qualified in Paediatric First Aid | D |
| 5. Training in the relevant strategies, e.g. nurture principles, attachment theory, lego therapy, de-escalation, restraint, etc. | D |

Experience – show evidence of

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| 6. Expertise of working with children age 4 – 7 | E |
| 7. Previous Teaching Assistant experience | E |
| 8. Previous experience of working in a primary school (or SEMH provision) | D |

Competence – show evidence of

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| 9. Good time management and organisational skills | E |
| 10. Effective communication in speech and writing | E |
| 11. Ability to self-evaluate learning needs and actively seek learning opportunities | E |
| 12. Have a good understanding of the principles of child development and the learning process | E |
| 13. Ability to relate well to children and adults | E |
| 14. Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation | E |
| 15. Working knowledge of EYFS / KS1 curriculum and other relevant learning programmes / strategies for supporting children with SEMH | E |
| 16. Ability to work constructively as part of a team: understanding classroom roles and responsibilities and your own position within these | E |
| 17. Ability to use initiative | E |
| 18. Excellent ICT skills | D |
| 19. Have an understanding of Health & Safety within the workplace | D |

Personal Qualities

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| 20. Shares the school's core values | E |
| 21. Flexibility | E |
| 22. Team player | E |
| 23. Positive attitude | E |
| 24. Insightful | E |
| 25. Reflective | E |
| 26. Supportive | E |
| 27. Good sense of humour | D |

Other Requirements

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| 28. Good record of health and attendance | E |
| 29. Smart appearance | E |
| 30. Satisfactory DBS Clearance | E |
| 31. Willingness to take responsibility for own development | D |

E = Essential

D = Desirable