

## SEN Learning Support Assistant - Social, Emotional and Mental Health (SEMH)

**Responsible to:** Inclusion Lead  
**Salary range:** NJC Scale 3, 5-6 (Actual gross pay: £24,232 to £24,599 depending on interview assessment)  
**Contract type:** Term Time Only  
**Start date:** 4 November 2024  
**Deadline to apply:** 12 Noon, 16 October 2024  
**Interview date:** Planned for Week Beginning 21 October 2024

### DUNRAVEN EDUCATIONAL TRUST OVERVIEW

Dunraven Educational Trust was established in 2016. It now incorporates Dunraven's All-Through School, Van Gogh Primary, Goldfinch Primary, Rosendale School and The Elmgreen Secondary School. DET is a trust committed to one overarching aim: excellence for and from everyone. This is an expectation for both the children and adults in a school community. It is achieved in a variety of ways according to the context of each school but within the clear framework established by the Trust.

We want an educational experience which provides excellence for - and expects it from - everyone.

We know that this is best achieved in a school where:

- the offer is broad, balanced, inclusive, enriching and effective in meeting the needs of young people;
- staff and students are supported and challenged to be the best versions of themselves;
- relationships are positive, well established and healthy;
- practice is based on evidence and underpinned by the notion that 'we can always do better'.

We are clear that this supports the development of children and young people (and adults) who are: resilient, courteous, optimistic, hardworking, self-disciplined, enthusiastic and creative.

### MAIN PURPOSE

This is an exciting post offering a unique opportunity to become part of the development of Van Gogh Primary, which opened in September 2018. This is a two form entry primary school.

We are seeking a fully qualified and passionate individual to be part of an education team where each member uses their relevant skills to ensure the efficient running of the SEMH Resource Base in the school. The team will provide high quality education and care in a stimulating environment, in the context of the school.



## **JOB DESCRIPTION**

### **OVERALL RESPONSIBILITY**

To work under the guidance of Inclusion Lead and Resource Base Facilitator to assist in providing a programme of support, offering bespoke work, care and support to enable access to learning for students with Social, Emotional and Mental Health challenges. To work collaboratively with students and families to promote positive behaviours for learning and to help students resolve and overcome personal challenges that hinder them from accessing mainstream teaching and learning.

### **MAIN RESPONSIBILITIES AND DUTIES**

#### **Support for Students with SEN by:**

- Establishing a supportive relationship with pupils in order to promote/reinforce their self-esteem
- Reinforcing the learning principles introduced by the teacher
- Helping individual pupils to access the curriculum, by structuring the work into a step-by-step process and where appropriate the preparation, differentiation and adaptation of materials
- Working with small groups of children to address Specific Learning Needs
- Encouraging children to interact with others and engage in activities led by the teacher
- Clarifying and explaining instructions
- Motivating and encouraging as required to support independence
- Establishing good relationships with children, acting as a role model and being aware of and responding appropriately to individual needs
- Promoting the inclusion and acceptance of all students
- Supervising and supporting children, ensuring their safety and access to learning
- Attending to the children's personal needs and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters
- Reinforcing the school Code of Conduct and expectations of behaviour laid down by the teacher
- Meeting physical needs whilst encouraging independence
- Ensuring students are able to use equipment and access materials provided

#### **Support for the Teachers**

- Prepare classroom as directed for lessons and clear afterwards and assist with the display of students' work
- Be aware of pupil problems/progress/achievements and report to the teacher and SENDCO as agreed
- Undertake pupil record keeping and data inputting as requested
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate
- Gather/report information from/to parents/carers as directed
- Participating in liaison, preparing and planning of provision for individual pupils;

including the involvement in the Annual Review Process for relevant statemented students

- Preparation of resources.

### **Support for the Curriculum**

- Assisting in the development of student Individual Education Plans
- Support students to understand instructions
- Support students in respect of local and national learning strategies e.g. literacy, numeracy, early years, as directed by the teacher
- Support students in using basic ICT as directed

### **Support for the School**

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Having awareness of confidential issues linked to home/student/teacher/school work and to keep confidences appropriately
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings both during and after the school day as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of students out of lesson times, including before and after school, at lunchtimes, breaktimes, breakfast club and after school club
- Undertake first aid duties
- Accompany teaching staff and students on visits, and out of school activities as required
- To work co-operatively as a member of the SEN team, whilst showing the ability to work independently and proactively
- To take responsibility for Professional Development, ensuring skills and knowledge are regularly updated through attending relevant in-service training and developing a knowledge of Learning Support Needs and strategies for the range of pupils supported
- Participate in school Appraisal scheme, including target setting and review
- Carry out any other responsibilities compatible with the role and grade of this post
- Be aware of and comply with the Dress Code.
- Undertake any other duties as may be required from time to time to meet the needs of the school.

### **General**

- To unequivocally support and promote the values and ethos of Van Gogh Primary
- To have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted

by the school and Trust.

- To implement the Trust Equal Opportunities Policy and work actively to overcome discrimination on the grounds of race, gender, disability, sexuality or status in the Trust's service
- To take responsibility, appropriate to the post, for tackling racism and promoting good race, ethnic and community relations
- To be aware of the responsibilities under Data Protection Legislation for the security, accuracy and significance of the personal data held in the schools systems
- To undertake such duties as required to meet the needs of the service.

## PERSON SPECIFICATION

Before completing your application form, please read the person specification and job description carefully. In your supporting statement you should demonstrate how your qualifications, skills and knowledge match the requirements for the post.

### Qualifications, Skills and Experience

#### Essential

- Experience of and interest in working with students with Social, Emotional and Mental Health issues
- Minimum GCSE grade C or above, or 4-9, or functional skills level 2 in Maths and English
- Qualifications in, or willingness to work toward accreditation of, working with students with Social, Emotional and Mental Health issues
- Excellent communication skills
- Excellent interpersonal skills including the ability to handle situations with tact and sensitivity involving staff and students
- Excellent behaviour management skills
- Ability to manage and prioritise workload
- Effective use of ICT to support learning
- Understanding of relevant policies/codes of practice and awareness of relevant legislation
- Demonstrate a commitment to diversity and inclusion

#### General

- Level 4 Award in SEMH would be helpful for this post
- General understanding of national curriculum and other basic learning programmes/strategies
- Basic understanding of child development and learning
- Ability to identify learning needs
- Ability to scaffold work, in particular in English and Maths
- Display a commitment and an ability to contribute to the protection and safeguarding of children and young people
- Work as part of a team
- Demonstrate personal integrity
- Work to support the aims and ethos of the school

- Flexibility in the approach to work and the demands of the post
- Willingness to undertake professional development.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

**Approved by NBE, September 2024**