

City of London Academy Highbury Grove



Post: Social Emotional and Mental Health (SEMH) Teaching Assistant

Grade: Scale Point 5, Spine Point 12 to 15, £26,544 to £28,005 pro rata (£23,107 - £24,379) per annum

Contract: Permanent, 35 hours per week, term time only

Start date: September 2021

The City of London Academy Highbury Grove is looking for an exceptional SEMH Teaching Assistant to join our highly skilled and supportive SEN team.

We believe having exceptional SEN support plays a crucial role in the effective running and continuous improvement of our Academy. We believe that support team members within our school should be supported too, with all the opportunities needed to develop and achieve their goals.

As SEMH Teaching Assistant you will be joining our strong and supportive Student Support Department contributing to creating the conditions for all our students to experience success. You will be required to work closely supporting students and will need to have good rapport and an understanding of each individual's needs.

This is a fantastic opportunity to be part of the team to bring the Academy forward to achieving its ambition to be an Outstanding Academy.

We are committed to providing first-rate training and development to all of our staff, as well as excellent career advancement opportunities within this evolving Trust.

The City of London Academies Trust (CoLAT) is driven by ambition: to deliver world-class results as we combine the heritage and tradition of the City of London with creativity and innovation. We have a proven track record of school improvement, offering students an exciting curriculum and opportunities to perform, showcase their talents and experience the world of work outside of the classroom.

If this role is of interest to you and you can contribute to our future success, an application pack is available on our website: www.highburygrove.co.uk/staff-vacancies Completed forms should be emailed to hr@highburygrove.co.uk

For more information visit: www.highburygrove.co.uk

Closing date for applications is: 9.00am Monday 28 June 2021

Interviews will take place in the week commencing Monday 28 June 2021

City of London Academies Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks and a willingness to demonstrate commitment to the standards which flows from City of London Academies Trust vision and values.

The role is covered by part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

City of London Academies Trust supports Equal Opportunities Employment.

City of London Academies Trust Company Registration No. 04504128.

Social Emotional and Mental Health (SEMH) Teaching Assistant Job Description

Post:	Social Emotional and Mental Health (SEMH) Teaching Assistant
Accountable to:	Assistant Principal/Centre Lead
Grade/Range:	Scale Point 5, Spine Point 12 to 15
Salary:	£26,544 to £28,005 pro rata (£23,107 - £24,379) per annum
Working Pattern:	Full time, Term Time Only
Location:	City of London Academy Highbury Grove
Disclosure level:	Enhanced

Main 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 Accountabilities

Key Tasks

- To provide support for students' emotional and social development by encouraging and modelling positive behaviour, and dealing with disruption as agreed in the Academy's Behaviour Management Policy.
- Contribute to programmes of support for identified students
- To provide physical and communication support using modes of communication appropriate to the individual needs of the child
- To provide communication support to enable full access to the curriculum and any extra curricular activities
- To work with individuals and groups of students in class with additional needs under the direction of the class teacher and Centre Lead
- To help plan and organise learning activities for students being supported
- To provide support in a manner which facilitates the child's cognitive development by removing barriers to learning
- To ensure the physical welfare of students and assist students with their physical needs as appropriate and agreed, e.g. assisting with lifting moving and handling, intimate care
- To clarify, modify and adapt materials to an appropriate level according to need
- Under the guidance of the SENCO/Centre Lead, contribute to setting individual targets and to the review of those targets.
- Attend and contribute to meetings to review students' progress, and contribute to written reports
- To monitor the progress of identified students, keep written records consistent with Academy systems and provide the teacher with feedback on students' progress in relation to provision
- To liaise with professionals and external agencies where necessary under the direction of the SENCO/Centre Lead
- To assist in the production of appropriate teaching materials
- To contribute to the target setting and review process and support pupil in meeting specific targets of IEP

- To maintain and monitor the use of specialist equipment and promote optimum use of specialist equipment in all settings
- To liaise with staff, parents and relevant professionals
- To undertake relevant training as part of continuing professional development
- Attend all staff meetings and supervision sessions
- To maintain appropriate records of work and progress
- To promote the pupil's independence skills in communication, learning and social skills

Safeguarding Children

COLAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Social Emotional and Mental Health (SEMH) Teaching Assistant Person Specification

Our Values and Vision

The City of London Academies Trust, sponsored by the City of London Corporation, aims to provide high-quality education for students and pioneer educational innovation. We are driven by the ambition to provide world-class experiences and deliver exceptional educational outcomes for the young people we serve.

All City of London schools and academies draw upon the traditions, institutions, heritage and historical successes of London to furnish each of their diverse communities with life-transforming learning experiences. In doing so, we believe that the young people we serve develop into successful, compassionate young adults, who make a positive contribution to their local, national and global communities.

Our schools are characterised by a common understanding of what makes outstanding schools, based on five key principles which are known as our 'Foundations of Excellence'.

Our Staff

Our staff have high expectations, are consistent and driven to provide the best teaching and opportunities for our students. Teachers work in a well-disciplined environment where they are able to teach creative and engaging lessons, and all staff are given exciting opportunities to develop and learn from exceptional practitioners.

Equal Opportunities

The postholder will be expected to carry out all duties in the context of and in compliance with the academy Equalities policies.

	Essential	Desirable
Qualifications		
Maths and English GCSE Grade 4 or above (or equivalent)	✓	
Educated to degree level or equivalent		✓
Experience, Skills and Knowledge		
Experience of working with young children and their families in a multicultural environment	✓	
Experience of developing and delivering individual education programmes for children with specific needs	✓	
Experience of the management and improvement of progress of students with SEND by implementing group and individualised support programmes	✓	
Experience of tracking progress of students with SEND in and out of class		✓
Experience of setting up and running a range of administrative systems		✓
Experience of liaising with multiple agencies in order to provide individualised support packages for students and communicate changes with teachers	✓	
Experience of developing banks of resources for students and teachers		✓
Experience of contributing towards the Assess-Plan-Do-Review cycle		✓
Understanding of the SEND Code of Practice 2014		✓
Good IT skills with knowledge of Microsoft Office Packages including Word, Outlook and Excel	✓	
Experience of using SIMS or similar database		✓
Problem solving skills	✓	
Have excellent interpersonal skills and be able to communicate effectively	✓	

Personal Qualities		
Must be well organised	✓	
Excellent communication skills in writing and orally at all levels	✓	
Ability to work under pressure whilst maintaining a positive, professional attitude	✓	
Ability to work as part of a team	✓	
Ability to organise and prioritise workload and work on own initiative	✓	
Ability to communicate effectively with staff, students, parents and agencies/ statutory bodies etc and maintain good working relationships	✓	
Ability to accurately input information on a database	✓	
Ability to develop good relations with staff and pupils and the wider school community	✓	
Other		
Commitment to safeguarding and promoting the welfare of children and young people		
Willingness to undergo appropriate checks, including enhanced DBS Checks		
Motivation to work with children and young people		
Ability to form and maintain appropriate relationships and personal boundaries with children and young people		