

This academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Job Title	SEMH Learning Support Assistant
Department or area	Learning Development Department
Responsible to:	SENCo
Responsible for:	Individuals and groups as directed by SENCo
Purpose of the post	<ul style="list-style-type: none"> To support both teaching staff and the learning development of students with SEN in order to secure high quality teaching, effective use of resources and improved standards of learning and achievement of all students in the cohort. To provide professional support and guidance for all students in order to facilitate their successful development as effective learners and members of the school community. To manage assigned tasks and activities in agreement with the SENCo.
Professional Values and Practice	<ul style="list-style-type: none"> Staff demonstrate high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement. Treat pupils consistently with respect and consideration, and are concerned for their development as learners. Demonstrate and promote the positive values and attitudes they expect from their pupils. Communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning and their rights, responsibilities, and interests in this. Understand the contribution that all staff and other professionals make to teaching and learning. Contribute to, and share responsibility in, the corporate life of the school. (GTC)

Main Responsibilities	<p>Results, Achievements, Standards</p> <ul style="list-style-type: none"> • Develop and implement plans and practices for the cohort which reflect the school's commitment to high achievement, effective teaching and learning. • Establish a clear, shared understanding of the importance and role of the pastoral curriculum in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life. • Analyse and use school data in order to understand the needs of the student and plan appropriately. • Set expectations and targets for pupils in relation to standards of pupil personal development. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Work in line with plans, using available data, to support appropriate attainment of pupils. • Work with teachers and other staff to develop the learning environment to maximise pupil engagement with learning • Identify and use opportunities to share and implement effective strategies to raise levels of learners' attainment and secure well-being. • Support effective development of pupils' literacy, numeracy and information technology skills through the pastoral system. • Supervise and implement clear policies and practices for assessing, recording and reporting on pupil achievement, reporting to parents and for using this information to recognise achievement and to assist pupils in setting targets for further improvement. • Monitor the progress of students providing pupils with accurate and constructive feedback on the strengths and weaknesses of their work, their attainment and progress. • Student Development and Well Being. • Support policies and aspirations of the school in creating a purposeful and civilised learning environment. • Work with students to develop their understanding of the duties, opportunities, responsibilities and rights of citizens. • Support students in recognising and dealing with racial stereotyping. • Use, promote and evaluate the effectiveness of a range of behaviour strategies. • Work with SENCO and LDD to ensure IEPs are used to set targets and match well to pupils' needs. • Support success and development of student voice, year and school councils. • Help staff to achieve constructive working relationships with pupils. • Contribute and prepare reports for a range of agencies. • Understand and implement referral processes within and beyond school, if appropriate.
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	<ul style="list-style-type: none"> ■ Relationships with Parents, Schools and Community. ■ Liaise and work cooperatively with parents and carers to raise the level of learners' attainment and secure their well being. ■ Make and maintain relationships with outside agencies to the benefit of the students. ■ Liaise with schools to support transition. ■ Support the enrichment of the experiences of the students. ■ Learning and Growth. ■ Work closely with the SENCo and other team members. ■ Adopt a flexible approach to the ever changing educational environment.
<p>Tasks and Activities</p> <p>- as discussed and directed by SENCo</p>	<ul style="list-style-type: none"> ■ Keep records in relation to students' needs and progress. ■ Reflect on the data available in order to understand and advise on students' progress. ■ Identify issues re poor organisation, poor use of diary and support the students to resolve these. ■ Provide information about an individual's progress when required. ■ When a concern has been noted, work with the individual pupil on this. ■ When necessary, refer the concern to a more appropriate level. ■ Encourage the student voice to be heard. ■ Work closely with the student to meet or improve upon an attendance issue, if appropriate. ■ Make individual relationships with the students. ■ Be the expert on the way to work with each individual in the group. ■ Maintain appropriate contact with home when there is a concern. ■ Make and keep relationships with the parents of your students positive and professional. ■ Work with the Pastoral Team to support students. ■ Identify reasons to celebrate. ■ Use the rewards and sanctions available to ensure the behaviour of your students is acceptable. ■ Work to raise the self-esteem of your students. ■ Contribute to the management of the behaviour of a pupil in crisis. ■ Letters/ notes home to keep parents fully informed of their child's progress or to inform the parent of any concerns- in liaison with SENCo. ■ References or referrals when necessary and in liaison with SENCo. ■ Keep records of work you have done with the group/ individuals. ■ Create and maintain appropriate IEPs and BSPs in liaison with SENCo.

	<ul style="list-style-type: none"> ■ Work within the LDD lunch time sessions to support students' social skills/ homework. ■ Work with students as and when needed – including student break/ lunch times ■ Work in a variety of ways – i.e. within a whole class group or with small groups or individuals.
School Development Plan Focus	Manage and support implementation of LDD development plan.
Appraisal	Participate in any arrangements within an agreed national framework for the appraisal of performance.
Key Internal Relationships	Students and all staff.
External Relationships	Parents
Resource Responsibilities	N/A.
Budget Responsibilities	N/A
Health and Safety	Ensure that there is a safe working environment in which risks are properly assessed. Work within the school's Child Protection Policy and the Health and Safety Policy

Terms of Employment

Time

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time in accordance with the school's published Time Budget policy.

Undertaking other duties as may reasonably be expected

NB This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment after consultations with the post holder.

Records, reports and other written work

*The post holder may be responsible for producing, consulting on and presenting written records and reports to: Line manager, Senior Leadership, Governors, other teams/audience (as appropriate).
Other terms as School Teachers Pay and Conditions Document 2005*

Agreed by: _____

Date: ____ / ____ / ____