



## St George's Academy

“Aiming high to achieve excellence for all”

### **SPECIALIST LEARNING SUPPORT ASSISTANT SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH) – DISADVANTAGED**

#### **Job Description**

<b>Salary:</b>	NJC Scale 3
<b>Contract type:</b>	39 working weeks
<b>Responsible to:</b>	Senior Vice Principal & Progress Leader (PP)

#### **PURPOSE OF JOB**

To work with individual / small groups of students having particular needs related to social, emotional, mental health and undiagnosed special educational needs (SEN). To provide support to the Progress Leader (PP) / Pastoral team / Teacher across a range of child-centred activities to promote child development and learning.

#### **MAIN RESPONSIBILITIES, TASKS AND DUTIES**

All responsibilities, tasks and duties to be carried out in line with Academy guidelines and policies.

- Act in accordance with Academy policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management.
- Support those with identified and / or potential social, emotional and / or mental health (SEMH) needs. This may also include students who do not currently have an EHCP but who may need one and will involve working with individual or small groups of students to:
  - Provide one to one support
  - Work with students to identify and implement strategies to positively manage their SEMH with a focus on promoting and enhancing their learning
  - Work with teachers to identify strategies to be able to meet need without additional Teaching Assistant support
  - Where additional Teaching Assistant support looks like it will be needed longer term, work with the SENDCO to progress next steps in formalising SEND need and in providing evidence towards a potential EHCP application or Paediatric referral
- Plan and deliver specific interventions to support students in developing positive strategies to manage their own SEMH both within and outside of school.
- Where appropriate, identify appropriate strategies to inform a SEMH support plan for class teachers to implement moving forwards.
- Where additional Teaching Assistant support looks like it will be needed longer term, work in collaboration with the Pastoral team and SENDCO to identify students requiring longer term SEN support / intervention, assisting with the commencement of the EHCP referral process where appropriate.
- Participate in the preparation of the classroom.
- Monitor children's needs and report these to a designated person.
- Keep accurate records as required by the Academy.

- Use differentiated material to prepare lessons to be used on specialist programmes suited to the child.
- To regularly update Pastoral staff and parents / carers on progress.
- To support in running a breakfast, lunch and homework club as required to meet the needs of students.
- To support the administration requirements related to a range of provision for our disadvantaged cohort, including trips and uniform.

## GENERAL

- To be responsible for personal continued professional development and take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- To adhere to Health and Safety Regulations
- To keep confidential any issues related to St George's Academy which are deemed confidential
- To participate in appropriate meetings
- To contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- To make a positive contribution to the wider life and ethos of the school
- To uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- To have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- To support equal opportunities and promote anti-discriminatory practice

It is important to recognise that any job description outlines only the minimum expectations of the post-holder and should not constrain any colleague wishing to take on additional responsibilities and activities that could positively affect their own, their team's or the school's development and improvement. All members of staff must be prepared to work flexibly, undertaking aspects of colleagues' work of a similar or lower level of complexity, in order to ensure:

- **Cover of the school's needs throughout the day**
- **Appropriate cover for colleagues when absent for any reason**

All Academy staff have a responsibility to safeguard and promote the welfare of children and young people within the Academy. This includes helping to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy

All Academy Staff are expected to make themselves familiar of the Academy Policies and Procedures and to adhere to these. These can all be found on the Academy X Drive.

This job description may be amended from time to time in discussion with the post holder.

## Job Description Agreement

<b>Employee Name:</b>	
<b>Job Title:</b>	
<b>I declare that I have read and understood the Job Description and Person Specification for the role and have sought clarification of any points where required.</b>	
<b>Signature:</b>	
<b>Date:</b>	

**PERSON SPECIFICATION**

**SPECIALIST LEARNING SUPPORT ASSISTANT – SEMH - SEND**

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>ASCERTAINED BY</b>
<b>1. EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Experience of working with or caring for young people</li> <li>• Experience of working in a school environment and preparation of the classroom</li> <li>• Experience of working with families/carers</li> <li>• Experience of or willingness to train in order to offer specialist support to students presenting with SEMH challenges</li> <li>• Experience of working successfully and co-operating as a member of a team</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with children with Special Educational Needs</li> <li>• Experience of working with outside agencies and professionals</li> <li>• Experience of supervising and/or training colleagues</li> </ul>	<p>Application/Interview</p> <p>Application/Interview</p> <p>Application/Interview</p> <p>Application/Interview</p> <p>Application/Interview</p>
<b>2. KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Good general standard of literacy and numeracy</li> <li>• Computer Literate with an understanding of using Databases, Microsoft word and excel</li> <li>• Knowledge or working practice in the education sector</li> <li>• Understanding of the principles of child development and learning processes</li> <li>• Knowledge and understanding of the school/national curriculum</li> <li>• Understand the importance of safeguarding within a school environment</li> <li>• Knowledge of confidentiality and data protection legislation and is able to use discretion where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of using ICT to support learning</li> </ul>	<p>Application/Interview</p> <p>Application/Interview</p> <p>Application/Interview</p> <p>Application/Interview</p> <p>Application/Interview</p> <p>Application/Interview</p> <p>Application/Interview</p>

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>ASCERTAINED BY</b>
<b>3. SKILLS AND APTITUDES</b>	<ul style="list-style-type: none"> <li>• An ability to work with accuracy when recording, sharing or reporting information</li> <li>• Ability to keep written records and support the development and learning of students (physical, emotional, educational and social) with confidence</li> <li>• Have the ability to work calmly under pressure and to adapt quickly and effectively to changing circumstances</li> <li>• An ability to communicate effectively, demonstrating empathy, listening and interpersonal skills when dealing with, students, parents and multi agencies</li> <li>• Ability to overcome communication barriers with children and adults</li> <li>• An ability to use own initiative, work independently</li> <li>• Demonstrate a positive solution focused approach to resolve routine problems independently</li> <li>• Good interpersonal and communication skills (both oral and written) with the ability to relate to all levels of staff</li> <li>• An ability to work effectively with individual students or small groups and forge good relationships with them</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to find creative and imaginative solutions to problems</li> </ul>	<p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p>
<b>4. QUALIFICATIONS AND TRAINING</b>	<ul style="list-style-type: none"> <li>• NVQ Level 2 in learning support, or willingness to work towards, or equivalent qualification or experience in a relevant discipline for working with young people aged between 11-19</li> <li>• Basic knowledge of First Aid and understanding of school policies and procedures</li> <li>• Educated to GCSE (grade 4 or above, A* to C) level or equivalent including Maths and English</li> </ul>	<ul style="list-style-type: none"> <li>• Additional qualifications / training relating to SEMH</li> </ul>	<p>Application form</p> <p>Application form</p> <p>Application form</p>

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>ASCERTAINED BY</b>
	<ul style="list-style-type: none"> <li>Evidence of continuing professional development</li> </ul>		Application form
<b>5. ATTITUDE AND MOTIVATION</b>	<ul style="list-style-type: none"> <li>Calm and patient when dealing with others</li> <li>Demonstrates accountability and ownership for own work duties and activities</li> <li>An ability to work within a team environment and be supportive of the overall team effort</li> <li>Demonstrates a 'can do' approach, self-motivation, ability to prioritise work and the ability to work autonomously</li> <li>Ability to travel to work across the Academy's two campus sites.</li> <li>Attendance at some evening and early morning meetings may be required. As an example, it is expected that you will be required to work until 4pm on some occasions.</li> </ul>		Interview Interview  Interview  Interview  Interview