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**Job Description**

**Specialist Learning Support Assistant- Social, emotional mental health (SEMH) FOcus**

**Job details**

**Grade:** KR 6

**Reporting to:** Principal Lead – Strategic Intervention, Disadvantaged Outcomes, SENCO & SRP

**MAIN PURPOSE**

To work with teachers to support teaching and learning, providing general and specific assistance to students and staff under the direction, guidance and direct supervision of the classroom teacher and SENCo.

To work with teachers to support teaching and learning and wider interventions in the area of Social, Emotional and Mental Health and with those with diagnosed needs including but not limited to ADHD, ADD, ODD and others under the category of need SEMH.

**DUTIES AND RESPONSIBILITIES**

1. Work with individuals or small groups of students in the classroom under the direct supervision of teaching staff and provide feedback to the teacher
2. Lead on and facilitate interventions that focus on supporting learners with SEMH difficulties, including monitoring and tracking of these interventions
3. Advocate for those learners with needs associated with SEMH
4. Support classroom teachers to improve quality first teaching for those with SEMH
5. Support students to understand instructions, supporting independent learning and inclusion of all students
6. Be aware of individual student progress and problems and report these to the classroom teacher or designated supervisor, as appropriate.
7. Contribute to creating a caring, supportive, purposeful and stimulating environment which is conducive to students learning by developing resources, including photocopying, filing and the display and presentation of student work.
8. Be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to appropriate person to ensure students’ wellbeing.
9. To undertake training and other learning activities and attend relevant meetings, as required, to ensure own continuing professional development.
10. Support the teacher in behaviour management and keeping students on task
11. Support students in social and emotional well-being, reporting problems to the teacher/SENCo as appropriate

**Support for Students:**

* Assist with the learning and development of all students, including the implementation of Individual Educational/Behaviour Plans
* Supervise and provide particular support for students, including those with special needs, ensuring their safety and access to learning activities.
* Promote the inclusion and acceptance of all students, including work within the school and other settings.
* Encourage students to interact with the others and engage in activities led by the teacher.
* Set challenging and demanding expectations and promote positive self esteem.
* Demonstrate a good understanding of the wide range and nature of students’ special needs including sensory, physical, learning difficulties, ASD and challenging behaviour.
* Use SEMH experience to lead interventions for learners as assigned by the SENCo, in areas including the incredible 5 point scale, behavior for learning, active listening, and others.

Learning Support Assistants in this role may also undertake some or all the following:

* Record student data
* Carry out duties and break and lunch supervision as directed
* Assist with escorting students on educational visits
* Support students in using ICT
* Invigilate exams and tests and provide reader support as necessary.

**Footnote**: This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

**PERSON SPECIFICATION**

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

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|  | **Required (R) or Deemed Important (D)** | |
| Good numeracy/literacy skills.  Level 1 or 2 Diploma (or equivalent) with proficient practical skills, including a Minimum of Level 2 in English and mathematics. | R | |
| NVQ2 for Teaching Assistants or equivalent qualification or experience, eg. RNIB, BSL Level 1 qualification. | R | |
| Training in relevant strategies to support learning including those linked with SEMH | R | |
| First Aid training as appropriate. | D | |
| Knowledge of policies and procedures relating to child protection, health, safety, security, equal opportunities and confidentiality | R | |
| Experience | |
| Working with or caring for children of relevant age. | R | |
| Working with students with additional complex needs | D | |
| Experience of using behaviour management strategies and techniques with young people | D | |
| Skills and Abilities | |
| Effective use of ICT to support learning. | R | |
| Use of other equipment and basic technology, eg. Video, photocopier. | R | |
| Understanding of relevant policies/code of practice and awareness of relevant legislation | R | |
| Basic understanding of child development and learning. | R | |
| Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. | R | |
| Personal Attributes | |
| Ability to relate well to children and adults. | R | |
| Self-motivated and committed to self development | R | |
| Specific interest and aptitude for socially vulnerable students | R | |
| Experience of working within a school environment or Experience of working in a highly confidential environment | R | |
| High expectations of behaviour and ability to challenge without confrontation | R | |
| Excellent interpersonal skills | R | |
| Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline | R | |