

1:1 Support Staff (SEN & SEMH)

Job Description



Post:	1:1 Support Staff Member
Location:	Woodpecker Court, Wigmore Lane, Eythorne, Kent, CT15 4BF
Job Purpose	To provide personalised support for students with Special Educational Needs (SEN) and Social, Emotional and Mental Health (SEMH) needs. The role involves supporting students to access learning, develop independence, regulate emotions, engage positively in education and make progress towards their individual outcomes. Staff will contribute to a safe, inclusive and nurturing environment that promotes wellbeing, resilience and achievement. This role is available on a variety of working patterns. The postholder may support different students across the provision, depending on operational needs and individual student requirements.

Duties and Responsibilities

- Provide personalised support to students with SEN and SEMH needs, both individually and within small groups.
- Adapt learning activities and resources to meet individual learning, social, emotional and behavioural needs.
- Promote positive behaviour, emotional regulation and engagement through consistent approaches.
- Record observations relating to behaviour, wellbeing and progress and contribute to review meetings.
- Work collaboratively with tutors, SENCO, therapists and external professionals to ensure coordinated support.
- Participate in relevant training including SEN, SEMH, behaviour management, de-escalation and therapeutic approaches.
- Encourage independence and resilience through structured routines and positive reinforcement.
- Support students in accessing differentiated learning activities both in and outside the classroom.
- Liaise with the SENCO regularly to share updates and receive input on learning strategies.
- Maintain a safe and nurturing environment, responding calmly to behavioural incidents.
- Support students during transitions, break times, and off-site activities.
- Uphold the values and ethos of Woodpecker Court, modelling the '3 R's', Respect, Resilience and Relationships, underpinned by routine.
- Maintain confidentiality and professional boundaries at all times.

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our Safeguarding and Child Protection policies
- Respect and maintain confidentiality but have regard to the safeguarding protocols of information sharing where necessary, adhering to data protection policies.
- Promote the safeguarding of all students in the provision

Whole-provision support, strategy and development

- Contribute positively to the overarching ethos, work and aims and wider life of the provision including the development, implementation and evaluation of the provision's policies, practices and procedures where appropriate.
- Be aware of and comply with policies and procedures relating to safeguarding, confidentiality, and data protection, reporting all concerns as per company policy and to an appropriate person.
- Have high expectations for all students and the belief in bringing out the best in all.
- Be aware of and support difference and ensure that all students have access to opportunities to learn and develop promoting a commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.
- Contribute to the Woodpecker Court community as required by attending all relevant meetings including morning and afternoon briefings, full staff meetings, parents' evenings, marketing events, courses and discussions both internal and external to the provision as directed, reporting back as appropriate.
- Provide cover, in the unforeseen circumstance that another staff member is unavailable
- Plan and prioritise tasks and work under the pressure of a busy inclusive provision.
- Be responsible for the preparation, maintenance, and control of stocks of materials and resources; in line with provision

policy.

- Maintain a clean, safe, and tidy learning environment.
- Assist with the supervision of students at break times, lunchtimes (but not as a supervisory assistant) and other activities.
- Accompany tutors and take responsibility for students on visits, trips and out of provision activities as required.
- To supervise students and escort them safely to their designated transport.
- Carry out tasks and responsibilities under the direction of your line manager, the SLT or Principal.

Communication and working with colleagues and other relevant professionals

- Communicate effectively and appropriately to students with different abilities and ethnic backgrounds
- Develop effective professional relationships collaborating with colleagues, showing respect and working together as a team.
- Share knowledge and understanding of students to other provision staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute information to meetings with parents and carers by providing feedback on student progress, attainment and barriers to learning, as directed by teachers
- Establish and maintain relationships with parents, carers, and other relevant professionals within and beyond the provision

Health and safety

- Show a duty of care, promoting the safety and wellbeing of students and staff
- Maintain safe working practices showing a duty of care, good order and discipline among students, managing behaviour effectively to ensure a good and safe learning environment and taking appropriate action to comply with health and safety requirements at all times.
- This job involves undertaking duties which include the following health, safety and wellbeing considerations:
 - Occasional noisy working environment
 - Working with machinery
 - Working with livestock
 - Working outdoors throughout the year in all weather conditions

Personal and professional conduct

- Uphold public trust in the Provision and maintain high standards of ethics and behaviour, within and outside the provision
- Have proper and professional regard for the ethos, policies, and practices of the provision, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities
- Manage your own emotional wellbeing and resilience.
- Accurately report any concerns, incidents and abnormalities.
- Commit to maintaining confidentiality at all times
- Be productive and show initiative.
- Commitment to always acting with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the provision
- You will be required to follow the staff code of conduct.
- Be respectful, punctual, reliable, trustworthy and diligent and prepared to work irregular hours, in all weathers.
- Take pride in work, showing commitment, loyalty and a willingness to learn, whilst conducting themselves in a professional manner.
- Model good levels of consistent personal discipline

Professional development

- Take part in the provision's appraisal procedures
- Where appropriate, take part in the appraisal and professional development of others
- Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with provision leaders, and identifying relevant professional development to improve personal effectiveness
- Take part in further training courses, meetings and development that are considered appropriate for the post in order to improve own professional development

Other

- Travel between sites as and when required in accordance with their job role
- Any other roles as defined by The Principal

The above is not exhaustive, and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by the Principal.

Person Specification

Qualifications and training	Evidence of professional development relevant to this role
Experience	Essential - Experience supporting children or young people with SEN and/or SEMH needs. - Knowledge of safeguarding and child protection procedures. - Experience working within educational, alternative provision, youth work, care or similar settings. - Patience, empathy and resilience when supporting students who may present with behavioural, emotional or learning challenges. - Experience building positive relationships with young people and supporting positive outcomes Desirable - Training in behaviour management and de-escalation techniques. - Experience using therapeutic, trauma-informed or restorative approaches. - Experience supporting young people with autism, ADHD, attachment needs or SEMH needs. - Experience of working within specialist educational settings
Skills and knowledge	- Understanding of SEN and SEMH needs and their impact on learning and behaviour. - Patience and empathy towards students, recognising and valuing their individual strengths and capabilities. - Enthusiasm, positivity, and a proactive attitude towards supporting students with additional learning needs. - An understanding of the challenges faced by young people with SEN and SEMH needs and the strategies that support positive outcomes - Excellent communication skills, both verbal and non-verbal, to effectively interact with students, colleagues, parents, and provision staff - Experience of supporting a student learning environment, with a student-focused approach and an ability to deliver a high level of support - Ability to build effective working relationships with students and adults - Skills and expertise in understanding the needs of all students - Knowledge of how to help adapt and deliver support to meet individual needs - Knowledge of strategies that promote engagement, emotional regulation and positive behaviour - Good literacy and numeracy skills - Good organisational skills - Ability to work as part of a team and to be flexible in their approach to daily routines - The ability to remain calm in stressful situations - Knowledge of guidance and requirements around safeguarding children - Good IT skills, particularly using IT to support learning
Personal Qualities	- Enjoyment of working with young people - Sensitivity and understanding, to help build good relationships with students - A commitment to getting the best outcomes for all students and promoting the ethos and values of the provision - Commitment to maintaining confidentiality at all times - Commitment to safeguarding student's wellbeing and equality - Resilient, positive, forward looking and enthusiastic about making a difference - Capacity to inspire, motivate and challenge children and young people - Awareness of new ideas and openness to develop skills and new ways of working. - Use social media responsibly.

	• Be a responsible and trustworthy role model. • Know the limits of your own authority, expertise, training, competence and experience. • Have patience with young people who find conforming to rules and expectations difficult. • Have patience and be flexible and innovative with a clear understanding of how young people might behave who find learning new concepts and remembering taught concepts difficult. • Have the ability to work both individually and as part of a diverse team as required, understanding their role and changing priorities when the situation dictates. • Demonstrate good interpersonal and active listening skills. • Know when to ask for advice or guidance.
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