



Job Title:	SEMH Specialist Unit Teaching Assistant
Responsible to:	Headteacher/Base Lead/Class Teacher
Terms and Conditions:	Salary: Scale D Hours: 32.5 hours per week Contract: Permanent, term-time + 1 week

Our Vision

Our vision is to work together to help every child to develop into high achieving, confident, healthy, caring and resilient members of their family and community; creating a pathway to support their career aspirations, independence and contribution to society.

Our Qualities

Every member of our team is expected to demonstrate the ability to:

- Develop positive relationships with all children and adults
- Recognise and manage their own emotions, thoughts and behaviours and understand how these can impact others
- Be curious around the reasons behind others' behaviours, accepting all feelings and beliefs
- Understand others' emotions and thoughts and feel a natural desire to support
- Have the courage to reflect, make changes and be keen to learn

Core Purpose

Under the instruction or guidance of the Place Lead and Teacher, supporting the inclusion, acceptance and overall development of the children attending the Place. Provide support for their social and emotional wellbeing, their physical, safeguarding and individual learning needs with a consistent and caring approach.

Key Areas of Responsibility

1. Supporting Children

- Alongside the Place Lead and Teacher, develop consistent relationships, promoting emotional safety for children and build accepting and empathic relationships with parents/families.
- Use predictable routines, a calm, consistent approach, emotional co-regulation, in line with PACE and emotion coaching approaches.
- Alongside the Place Lead and Teacher, help to deliver a curriculum, which addresses Social Emotional Mental Health (SEMH), Early Years, National Curriculum and SEND assessments
- Contribute to team reflections and to the development of weekly planning, learning support plans and Harm Reduction Plans. Use strategies, as directed by the class teacher to support children to achieve next steps
- Model and encourage positive relationships between children, supporting them to interact and work cooperatively with others.
- Empower and support children in gaining independence skills appropriate to their age and/or developmental stage so that they are ready for the next step of their learning.

We are part of...



FOR CHILDREN, FAMILIES AND COMMUNITIES

Role Profile & Person Specification



- Eat lunch alongside the children attending the Place, encouraging good eating habits and offering assistance to children as needed, while maintaining a positive and supportive environment.
- Visit children in their home schools and offer support and guidance to home school adults as directed.
- Provide detailed and regular feedback to the Teacher on children's achievement, progress, problems etc. Monitor children's responses to learning activities and accurately record achievement as required, including communication updates for parents
- Create and maintain a purposeful, orderly and supportive environment and assist with preparing and clearing away resources, supporting physical breaks, arranging snacks and displaying children's work as directed by the Teacher.
- Use Norfolk Steps guidance for restrictive physical interventions whenever necessary to protect children, adults, property and learning opportunities
- Perform supervision (that may be outside the classroom), for individuals or groups of children, ensuring children are engaged and safe.
- Administer first aid when required (training will be provided).
- Carry out intimate care and administer medication as needed, in accordance with the main school policies.

2. Support for the Curriculum

- To deliver and support differentiated individual and small group academic and therapeutic led activities, intended to meet the varied needs of the child, enabling them to thrive in the classroom. The approaches will encourage self-regulation within learning by supporting strategies around the skills needed to learn (focusing attention, completing goals, controlling thoughts, actions and responses, remembering information, taking different perspectives)
- Record achievement and progress, feeding back to the Place Lead, Teacher and teaching team
- To work collaboratively with the teaching team, home school, families and other professionals. This may include attending or contributing to review and transition meetings
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist children in their use, including supporting the use of ICT in learning activities and developing children's competence in its use.

3. Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support differences and ensure all children have equal access to opportunities to learn and develop
- Attend and participate in relevant meetings as required and participate in training and other learning activities and performance development as required.
- Assist with the supervision of children out of lesson times, including before and after school and accompany teaching staff and children on visits, trips and out of school activities as required and take responsibility for an individual or group under the supervision of the teacher.

4. Staff Training Days

- Attend as arranged on the school calendar.

Role Profile & Person Specification



Safeguarding

- Respecting confidentiality issues linked to home/children/teachers/college work and to keep confidence as appropriate.
- To keep up to date with the school procedures for safeguarding and child protection, reporting any concerns to the senior designated person.

Health and Safety

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Cooperate with the employer on all issues to do with Health, Safety & Welfare.

Continuing Professional Development

- In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with developments related to school efficiency, which may lead to improvements in the day-to-day running of the school.
- Undertake any necessary professional development as identified in the School Improvement Development Plan taking full advantage of any relevant training and development available.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this role profile.

Employees are expected to be courteous to colleagues and children, providing a welcoming environment to visitors and telephone callers.

This role profile is current at the date shown but in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

	Essential	Desirable
Personal Attributes	<ul style="list-style-type: none">● Relational● Self-aware● Curious● Accepting● Empathetic● Reflective● Resilient	
Qualifications	<ul style="list-style-type: none">● Educated to GCSE C in English and Maths (or equivalent)	<ul style="list-style-type: none">● Completion of DfES Teacher Assistant Induction Programme or equivalent experience

Role Profile & Person Specification



		<ul style="list-style-type: none"> ● Level 3 Supporting Teaching and Learning in the Classroom or equivalent qualification
Experience	<ul style="list-style-type: none"> ● Experience of working in an educational setting within the Early Years ● Performing supervision for individual or groups of children in the short-term absence of the Teacher. 	<ul style="list-style-type: none"> ● Experience working in a similar environment. ● Experience of successfully meeting the needs of children with SEND ● Experience of working with external agencies ● Experience knowledge and use of strategies and systems for supporting SEMH needs ● Experience and knowledge in approaches to support and develop social skills ● A current driving licence
Skills/Knowledge	<ul style="list-style-type: none"> ● Have completed or have ability to complete training in Norfolk STEPS, STEP ON and STEP UP approaches. ● Understands behaviour and see behaviour as communication that needs to be supported not controlled ● Effective communication skills, capable of engaging with both children and adults in a friendly and approachable manner. ● Approachable demeanour, fostering a welcoming and supportive environment for children, staff, and visitors ● Curious and keen to learn ● Self-motivated with the ability to work well as part of a team or individually ● Effective ICT skills with a knowledge of Microsoft Office ● Effective verbal and written communication ● Able to work on own initiative ● Flexible and responsible approach 	<ul style="list-style-type: none"> ● Knowledge of Education, Health and Care plans and the statutory regulations that are involved ● Have an understanding of therapeutic approaches within schools
Other	<ul style="list-style-type: none"> ● An ability to proactively promote own physical and mental health. 	