

Post Title	Senior Teaching Assistant – SEMH Specialist
Post Ref No	LPSEMH
Responsible To	Working with the SLT in the department to oversee & co-ordinate specialist support and external links for those with SEMH difficulties
Grade	Grade 7

Purpose	<ul style="list-style-type: none"> To enhance the learning of students who have a wide range of learning needs. To support the teaching staff in enabling the students to gain independence, participate fully in the curriculum and the general life of the academy. To be adaptable, have empathy and follow the academy behaviour policy. Using specialist experience and knowledge assist the teacher in planning for inclusion including the preparation of differentiated resources.
Specific Responsibilities	<ul style="list-style-type: none"> To research and develop resources and programmes of work to develop life and social skills. To develop outstanding communication systems between external providers for SEMH, Curriculum areas and Teaching and support staff. To advise TA Keyworkers on support strategies and next step targets for identified students, including writing and evaluating action plans. To develop links between external specialists, referring and organising and disseminating, as necessary specialist assessments. To monitor, record and evaluate progress of identified cohort (at least termly), reporting outcomes to the Team Leader, Lead Teacher and SENCO using tracking template, learning action plans and Passports. To support and advise TA's and other colleagues as appropriate who are involved in aspects of supporting students with SEMH difficulties. To continually research and take part in training to develop knowledge of social and emotional difficulties and barriers and the strategies to support those. To analyse and action PASS assessments to break down planning for areas of whole school, small group and individuals identified as needing support or improvement. To attend identified meetings as needed. Other duties as required in support of the school within the scope of this senior post
Support for Pupil	<ul style="list-style-type: none"> To act as a Principal Keyworker to coordinate communication regarding individual student needs ensuring changes and additions to support strategies are cascaded efficiently to relevant teaching and support staff. Ensuring the voice of the student is captured and accurate at time of recording. Supervise and provide particular support for students with special needs, ensuring their safety and access to learning activities.

	<ul style="list-style-type: none">• Establish constructive relationships with students and interact with them according to individual needs, acting as a role model and setting high expectations.• Promote the inclusion and acceptance of students.• Encourage students to interact with others and engage in activities led by the teacher.• To set high expectations for participation, learning and behaviour in and out of the classroom, assisting with resolving the behavioural and emotional needs of children.• Provide feedback to students in relation to progress, achievement and next step targets.• Participate with students in 1:1, in groups or classroom situations.• Use specialist skills, training and experience to deliver and monitor individual programmes, reporting to other Principal Keyworkers and Learning Support Assistant Team Leader as appropriate.• Collaborate with key staff on the development and implementation of individual educational / behavioural plans and personal care plans.• To follow Passport provision guidance and strategies.• To assist in the personal care needs of students with physical difficulties.• To administer medicines as per IHCPs.• To accompany students on organised academy visits as appropriate.• Undertake planned supervision of students out of academy hours learning activities, including residential visits.
Support for Teacher	<ul style="list-style-type: none">• To develop a mutually supportive relationship with teaching staff.• Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students' work.• To be involved in collaborative planning with teaching staff to ensure effective use of support.• To advise the teaching staff on the individual needs of particular students• To be involved in target setting meetings for students Passports• To deliver the identified support in 1:1 and classroom situations• Monitor and evaluate student's responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.• Provide objective and accurate feedback and reports as required e.g. to the teacher of students' achievement, progress etc., to the key worker for the annual review process• Collate and record evidence of progress as appropriate.• Be responsible for keeping and updating records and contributing to reviews of systems/ records as requested.• Use specialist skills, training and experience to assist with the teaching and learning of students, recognising and responding to their individual needs.• Assess the needs of students and use detailed knowledge and specialist skills to support students learning.• Advise on appropriate deployment and use of specialists aids, resources and equipment

	<ul style="list-style-type: none"> • To work collaboratively with the teacher in implementing the academy's behaviour and consequences system and encourage students to take responsibility for their own behaviour. • Provide exam access support • Contribute to meetings with parents and other professionals
Support for Curriculum	<ul style="list-style-type: none"> • Implement agreed learning activities/ teaching programmes, adjusting activities according to student responses • Help students to access learning activities through specialist support • Undertake intervention programmes linked to local and national learning strategies, feeding back to the teacher. • Support the use of ICT in learning activities and develop students' competence and independence in its use, including the use of specialist programmes • Determine the need for, prepare and maintain general and specialist equipment and resources • To attend departmental meetings where there are relevant agenda items • To be involved in working groups where appropriate
Support for Academy	<ul style="list-style-type: none"> • To abide by the SEND policies and procedures • To attend relevant INSET • To attend weekly LSTA meetings to develop and disseminate good practice. • Attend Staff Briefings/Meetings where appropriate. • Participate in training and other learning activities and performance development as required • Contribute to the overall ethos/work/aims of the academy • Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person • Other duties as required in support of the academy within the scope of this post.

	Essential	Desirable
Qualifications/Training (Competencies)	<ul style="list-style-type: none"> • NVQ Level 3 for Teaching Assistants or NVQ Level 3 Childcare in Education or • Other qualification or experience deemed to be equivalent • Additional qualification/ training for social, emotional and mental health needs. • English and Maths GCSE grade C/4 or equivalent. • Additional qualification relating to SEMH or a proven track record of successful working with SEMH difficulties. 	<ul style="list-style-type: none"> • Additional specialist qualification in Education • Training in relevant strategies for Social, emotional and mental health needs.

Knowledge	<ul style="list-style-type: none"> Up to date knowledge and understanding of the practices and procedures within education relating to the welfare, safety and education of pupils. Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies Awareness of practices and procedures within education relating to the welfare, safety and education of children 	<ul style="list-style-type: none"> Knowledge of other services to young people other than education Some knowledge of coursework/exam specifications
Relevant Experience	<ul style="list-style-type: none"> A minimum of 2 years recent, relevant experience, which demonstrates the post holder has applied a wide range of strategies supporting pupils in and out of the classroom setting. Proven track record of successfully supporting students in alternative provision 	<ul style="list-style-type: none"> Experience of working in a classroom as a teaching assistant. Experience of working in a classroom setting
Skills	<ul style="list-style-type: none"> Ability to self-evaluate learning needs and actively seek learning opportunities Good communication and record keeping skills Can use ICT effectively to support learning Ability to relate well to children and adults Able to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these Able to prioritise tasks and act on own initiative Able to motivate and encourage students to develop to their full potential 	<ul style="list-style-type: none"> First Aid qualification

ADDITIONAL INFORMATION	<ul style="list-style-type: none">Requirement for some out of school activity, working additional weeks during school closures to support specific activities or events as appropriateIt is the practice of this school periodically to examine employees' job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the school's aim to reach agreement on any alterations. If this is not possible the Headteacher reserves the right to insist on changes to job descriptions after consultation.All external appointment are subject to Cumbria Education Trust's standard probation periods and assessment
SAFEGUARDING	<p>Applicants for all posts must be willing to undergo safeguarding screening appropriate to the post.</p> <p>Cumbria Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p> <p>All staff members are required to complete an enhanced DBS disclosure.</p>

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