



JOB DESCRIPTION

TITLE: SEN ETA Support

SCHOOL: St Mary's Catholic Primary Academy

RESPONSIBLE TO: Headteacher/Provision Lead

GRADE: 6

PURPOSE OF POST: Under the overall direction of the SENDCO, provide support to address the personal, social, and educational needs of pupils in School.

SEMH ETA Support

RESPONSIBILITIES:

1. Under the direction of the Provision Lead prepare and collate materials and resources to support agreed pupils. This may involve using information technology to produce printed materials.
2. Based on knowledge of individual pupils' SEN and learning needs, contribute to discussions with class teacher to develop appropriate and flexible lesson plans for pupils and evaluate and adjust learning activities as appropriate.
3. To plan, prepare and deliver SEN interventions to direct individual and small groups of pupils. Respond appropriately to pupils to encourage and motivate as necessary to keep pupils on task and consistent with behaviour and achievement expectations. Refer to class teacher as necessary.
4. Contribute to the on-going assessment and recording of pupil development and achievement. Contribute to the discussions on progress with other staff members, pupils, and parents/carers.
5. Provide pastoral support and one to one mentoring to pupils, attending to personal needs and provide advice to assist in their social, health and hygiene development. Promote a calm and ordered learning environment maintaining an awareness of the whole class situation, and using initiative to ensure pupil behaviour does not interfere with other pupil learning.
6. Develop and maintain constructive relationships with external agencies, e.g., social services, which aim to serve the needs of pupils. Support pupils who are transferring into mainstream education or transferring to another phase through liaison with the school, providing personal support to pupils.

7. Accompany pupils (and other adults) on external visits to ensure the safety and acceptable conduct of pupils and assist in meeting the desired learning outcomes of such visits.
8. Maintain awareness 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. Represent the school at meetings, internal and external, where pupil behaviour is a major part of the discussion. Undertake continuous professional development in this field.

CONTEXT: All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

Outreach SEN ETA's might be found in any school, sometimes within a Learning Support Unit where the post holder will be working entirely with pupils withdrawn from class teaching and at severe risk of exclusion. They may be the specialists on SEMH in the School.

The children they will deal with will include those with specific conditions (e.g. Asperger's, Attention Deficit and Hyperactivity Disorder), pupils with an Education, Health and Care Plan and pupils with particular behavioural difficulties.

SEN ETA's at this level will take responsibility for pupils in a mainstream setting. S/he should be involved in promoting the acceptance and integration of pupils with special educational needs. They might also be involved in the assisting of pupils for whom English is an additional language.

Physical Effort: The job is likely to involve some lifting of children and equipment on a regular basis. Training will be provided. The role may also involve, as necessary, dealing with violence and restraining children.

The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

CVs will not be accepted for any posts based in schools.

Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E): - without which candidate would be rejected

Desirable (D): - useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Rank	How Measured
Experience	<p>Demonstrable experience of working with pupils with SEND and SEMH needs.</p> <p>Some experience in working with parents to support their child's development.</p> <p>Experience of working in a school environment is essential for this post.</p> <p>Some experience of supporting learning of disaffected pupils in an educational environment.</p> <p>Some experience of providing counselling/pastoral care.</p>	1,2 1,2 1,2 1,2	E	
Skills/Abilities	<p>Able to motivate disaffected pupils and able to respond positively in emotionally demanding situations.</p> <p>Able to contribute constructively to the work of a team.</p> <p>Able to build and maintain constructive relationships with pupils and parents/carers.</p> <p>Literacy skills – able to read, understand and differentiate written material within relevant curriculum (minimum C grade GCSE or equivalent).</p> <p>Numeracy skills – able to add, subtract, multiply, and divide to support pupils in accessing relevant curriculum (minimum C grade GCSE or equivalent).</p>	1,2 1,2 1,2 1,2,4 1,2,4	E	
Competencies	<p>Able to demonstrate appropriate motivation to work with young people.</p> <p>Able to form appropriate relationships with young people.</p> <p>Emotional resilience in working with challenging behaviours.</p>	1,2 1,2 1,2	E	1,2 Appropriate attitudes to use of authority and maintaining discipline.

Equality Issues	Able to recognise and act upon discrimination	1,2	E	
Specialist Knowledge	Some knowledge of relevant policies and codes of practice and awareness of relevant legislation Some knowledge of primary national curriculum. Training in SEND/SEMH areas	1,2	Restraint training ELSA Training Safeguarding Attachment and Bereavement Training Aces Z.O.R	4 4 4 5
Education and Training	NVQ 3 for Teaching Assistants or equivalent qualification or equivalent experience.	1,2,4	E	
Other Requirements	Access to own transport as required. Applicants for this public-facing post will need to demonstrate the ability to converse, and provide effective help or advice, fluently in spoken English	1,2	D	

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.