

The Grange Academy, Letchworth
SEMH Teaching Assistant
Pay Grade: H4
Hours: 30 hours per week, term time only
Line Manager: Assistant Headteacher – SENCO
DBS: Enhanced Disclosure



Learning for Life

1. Aims and purpose of the job

- To be a key member of *The Hive* team (internal alternative provision base), supporting a group of pupils with significant social, emotional and mental health (SEMH) needs, most of whom have Education, Health and Care Plans (EHCPs).
- To provide a safe, nurturing and flexible learning environment that promotes emotional regulation, re-engagement with learning, and personal growth.
- To deliver high-quality support in line with pupils' EHCP targets, Individual Education Plans and therapeutic approaches.
- To build trusted, respectful relationships with pupils and promote positive interactions with peers and staff.
- To support the wider team in reviewing progress, evaluating strategies, and ensuring consistent provision tailored to each pupil's needs.
- To model and reinforce high expectations, while celebrating small steps of success and developing resilience and independence in pupils.
- To assist in the planning and delivery of adapted learning and specialist interventions that enable vulnerable learners to thrive.
- To collaborate with teachers, support staff, families and external agencies to ensure a holistic and coordinated approach.
- To provide high-quality pastoral care, supporting pupils' emotional wellbeing, managing dysregulation effectively and using de-escalation techniques where needed.
- To engage in regular professional learning, including training linked to trauma-informed practice, mental health, and behaviour support strategies.

2. Support for the class teacher / Hive Lead

- Deliver small group or 1:1 learning activities under the guidance of a qualified teacher or the Hive Lead.
- Adapt learning activities to meet individual needs and EHCP outcomes.
- Support the class teacher in monitoring, recording and reviewing pupil progress.
- Take a lead role in delivering pastoral interventions, reflection time, and social communication work as appropriate.
- Provide insightful feedback to colleagues and contribute to regular team discussions about pupils' development and the impact of strategies used.
- Assist in preparing tailored resources and ensuring continuity between classroom and Hive-based provision.
- Promote therapeutic and relational approaches to behaviour management and reinforce positive routines and expectations.

3. Support for the curriculum

- Deliver planned learning programmes with flexibility, adjusting activities in response to pupil engagement and emotional readiness.
 - Use ICT and alternative tools to support access to the curriculum.
 - Prepare and maintain equipment and resources for activities, ensuring accessibility for all learners.
 - Support pupils in developing core learning behaviours, communication skills and self-regulation strategies.
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4. Support for the school

- Demonstrate a strong commitment to safeguarding and promoting the welfare of children at all times.
 - Be proactive in implementing school policies and procedures linked to behaviour, safeguarding, inclusion, and wellbeing.
 - Represent the school's values of care, creativity and high expectations through daily interactions.
 - Work collaboratively as part of the wider inclusion team and engage with school initiatives that promote positive behaviour and emotional literacy.
 - Participate in training, team meetings, and review sessions to evaluate the effectiveness of provision and interventions.
 - Support whole-school events and enrichment opportunities, including educational visits and experiences linked to social and emotional learning.
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5. Professional learning and development

- Be reflective and committed to continuous improvement in your practice.
- Attend relevant CPD opportunities in areas such as trauma-informed practice, SEMH, communication strategies, and team-teach (or equivalent).
- Contribute ideas to the ongoing development of *The Hive* and its impact within the school.
- Undertake any other duties deemed appropriate by the Headteacher or Assistant Headteacher for Inclusion to meet the evolving needs of the provision.

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Data and Barring Service (DBS) as part of pre-employment checks