

Learning Support Assistant: Supporting pupils with social, emotional and mental health needs (behaviour)

This role involves supporting learning in Orange or Purple Class - pupils have a primary need of Social, Emotional, Mental Health (SEMH) with learning difficulties as a secondary need.

We provide an environment and curriculum that caters for our pupils' social, emotional and mental health needs. We deal with the entire person including their home, their past and their future. The experience is always nurturing and restorative. Our curriculum is varied and rich and is always adapted to the needs of the pupil to ensure they can succeed in life!

All pupils are accustomed to the following certainties where we:

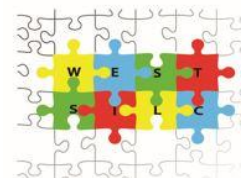
- Cultivate a **restorative** environment
- Develop pupils' **independence** and **employability**
- Demonstrate the **belief** we have in our pupils
- **Motivate** and **engage** our pupils.
- Ensure **accessible** learning, recognising our pupils' needs

We respond to pupils' individual requirements by actively adapting the offer for each pupil. It is essential that our pupils develop a growth mind set, which is why we aim to expose our pupils to new and challenging experiences with the knowledge that they will always have our full support.

We value the relationships that exist within our class and directly challenge anything that may harm them. Everyone in our class has a voice and the expectation it will be listened to. We use the circle format to empower individuals to express their concerns and find solutions to their problems. We aim for all pupils to gain a better understanding of their behaviour, take responsibility for their actions and manage the consequences.

Our approach improves pupil's self-confidence and awareness. All staff are wholeheartedly committed to raising our pupils' aspirations.

From day one we strive to effectively prepare our pupils for adulthood.



Learning Support Assistant - SEMH (Behaviour)

Job description

Pay Range: C1

Hours: 31.5, Term time only

Responsible to: Class teacher / Strategic lead for Behaviour and Attendance

Responsible for: Working with class teacher to promote the inclusion of pupils identified with barriers to learning exhibited through behaviour.

Role:

To work under the guidance of teaching/senior staff and within an agreed programme of supervision, to implement agreed work programmes with individuals or groups, in and out of the classroom. To support the classroom teacher in addressing the needs of all pupils. Establishing productive working relationships with pupils, acting as a role model. All the duties outlined are carried out under the general direction and supervision of the classroom teacher.

Main Duties:

1. Provide levels of individual pastoral support to pupils including those with special needs, as directed by the classroom teacher.
2. Receive and supervise pupils excluded from, or otherwise not working to a normal timetable.
3. Attend to pupils' personal needs and provide advice to assist in their social care, health and hygiene development.
4. Contribute to the comprehensive assessment of pupils to determine those in need of particular help.
5. Support the development and implementation of individual Education/ Behavioural plans / IPRA's / Positive support plans and behaviour management strategies.
6. Promote the speedy and effective transfer of pupils across phases and the integration of those who have been absent.
7. Provide information and advice to enable pupils to make choices about their own learning / behaviour / attendance.
8. Challenge and motivate pupils, promoting and reinforcing self-esteem.
9. Provide feedback to pupils in relation to progress, achievement, behaviour and attendance.



10. Support pupils' access to learning using appropriate strategies and resources.
11. Liaise with other staff in planning, evaluating and adjusting learning activities as appropriate.
12. Monitor and evaluate pupil's responses and progress against action plans through observation and planned recording.
13. Provide objective and accurate feedback to other staff on pupil's achievement, progress and other matters as requested.
14. Responsible for keeping and updating records as agreed, contributing to review systems/records as requested.
15. Establish constructive relationships with parents and carers including the exchanging of information and facilitating their support for their child's attendance.
16. To assist in the development, implementation and monitoring of systems relating to attendance and integration.
17. Provide appropriate clerical / administration support e.g. phones calls; dealing with correspondence and the compilation of data / information on attendance and exclusions.
18. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
19. Be aware of, and appreciate, a range of activities, courses, organisations and individuals available to provide support for pupils to broaden and enrich their learning.
20. Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.
21. Supervise pupils on visits, trips and out of school activities as required.
22. Attend and participate in regular meetings, training and other learning activities as required, contributing to the overall ethos and aims of the school.
23. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the classroom teacher, to support achievement and progress of pupils.
24. Be aware of, and comply with, policies and procedures relating to child protection, health, safety, confidentiality and data protection, reporting all concerns to the appropriate person.
25. Be aware and support differences and ensure all pupils have equal access to opportunities to learn and develop.
26. Essential English C grade or equivalent

PERSON SPECIFICATION

Job Title: Learning Support Assistant - Behaviour

Pay Band: C1

NB. Essential criteria are the qualities that candidates must have to do the job. Desirable criteria are the extra qualities that will enhance a candidate's job performance and aid short listing. You are able to demonstrate that you meet these criteria through a variety of ways – for shortlisting purposes this is through your application form; if selected your certificates; the interview process and your references will confirm that you meet the specification.



Attributes	Essential	Desirable
Knowledge, Experience and skills: general	<ul style="list-style-type: none"> Have good literacy and numeracy skills Have relevant ICT skills to support both teaching and learning and relevant record keeping. Demonstrate expertise and skills in understanding the needs of all pupils – attend to the pupils' personal needs, and implement related programmes, including social, health and medication, physical and hygiene matters. To be aware of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Ability to deal effectively with students presenting challenging behaviour using de-escalation techniques effectively Contribute information to the investigation of incidents Knowledge and experience of behaviour management strategies Restorative practice Team teach 	<ul style="list-style-type: none"> NVQ level 3 support assistant or equivalent qualification or experience Effectively assist with the supervision of and engagement with pupils out of lesson times, including break times and lunch times. Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with leaders and accessing relevant professional development to improve personal effectiveness. Demonstrate a level of subject, curriculum knowledge and/or TLG approach and apply this effectively in supporting teachers and pupils. Appropriate knowledge of first aid. Driving licence / MIDAS <p>Essential English C grade or equivalent</p>
Knowledge, Experience and skills: Supporting Learning	<ul style="list-style-type: none"> Communicate effectively and sensitively with children and young people, establish excellent working relationships with them, act as a role model at all times, and respond appropriately to individual needs. Understand their roles and responsibilities with the classroom and whole school context recognising that these may extend beyond a direct support role. Working knowledge of national curriculum and other relevant learning programmes Understanding of principles of child development and learning processes and in particular, barriers to learning Experience of working with children who have additional needs Understanding and or experience of Restorative Practice. 	<ul style="list-style-type: none"> Demonstrate an informed and efficient approach to teaching and learning by supporting the pupils as directed by the teacher and implementing related personal programmes where appropriate. Promote and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities. Promote and facilitate increasing independence in all areas, including teaching and learning, social and community skills and self-care skills. Use planned, effective behaviour management strategies consistently, reporting difficulties as appropriate. Contribute to effective assessment and planning, including gathering evidence and contributing to pupil record keeping as directed by the teacher. Maintain a stimulating and safe environment by organising and managing physical teaching space and resources, and in particular ensure the classroom is ready for lessons, as directed, and clear away afterwards and assist with the display of pupils' work, both in the classroom and in the wider school. Experience of working with pupils with additional needs. Recent training related to learning difficulties and disabilities.

Attributes	Essential	Desirable
Personal and Professional Conduct	<ul style="list-style-type: none"> • Demonstrate proper and professional regard for the ethos, policies and practices of the school. • Demonstrate positive attitudes, values and behaviours which develop and sustain effective relationships within the school community. • To attend all meetings as directed by teacher or senior leaders. • Work constructively as part of a team, understanding classroom roles and responsibilities and their role within these. • Have regard for the need to safeguard pupils' well-being. • Uphold values consistent with those required of teachers by respecting individual differences and cultural diversity. • Commit to improve their own practice through self-evaluation and awareness. • To effectively engage with the school's performance management system. 	<ul style="list-style-type: none"> • Have regard for the need to safeguard pupils' well-being by following relevant statutory guidance along school policies and practice.
Working with others	<ul style="list-style-type: none"> • Recognise and respect the role and contribution of other professionals, parents and carers • Appreciate and support the role of other professionals and to support the class teacher with their role in this regard • Understand their responsibility to share knowledge to inform planning and decision making • Understand their role in order to work collaboratively with classroom teachers and other colleagues • Ability to work constructively as part of a team 	<ul style="list-style-type: none"> • Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them and in particular to gather/report information from/to parents as directed • Communicate their knowledge and understanding of pupils to other staff members, health and social care professionals so that informed decision making can take place at all times

Please note that this role is a C1 only and there is no automatic opportunity to be consider for a C2/3 as behaviour support worker

C1 Competency Framework

Demonstrates excellent understanding of pupil's individual plans and how these relate to the pupil's specific needs.
Undertakes frequently performed tasks to assess pupil needs, seeks guidance for more complex or infrequent assessment tasks.
Develops and implements behaviour strategies to support pupils to achieve learning goals under the guidance of the teacher.
Detailed understanding of methods used to monitor achievement. Completes tasks to monitor pupil performance on own initiative, with some follow up guidance from teacher, to a standard that would enable the postholder to demonstrate to colleagues / train new starters.
Prepares and uses of wide range of specialist equipment and resources to meet specific needs of pupils. Sometimes initiates ideas for new resources or methods by providing suggestions to teacher.
Collates accurate information and writes general reports to an excellent standard with minimal input from teacher. Regularly makes suggestions to improve systems.
Overall, able to take appropriate action to a wide range of situations. Occasionally seeks guidance / support from the teacher for more complex and infrequent situations.