

## Job Description

SEMH Hub Leader

(lead Learning Mentor/ Higher Level Teaching Assistant) for a specific area of SEND

For more general information about working at GWA please refer to the Candidate Information Leaflet and the Information for Applicants issued with this job description.

<b>Job Title</b>	SEMH Hub Leader
<b>Accountable To</b>	SENDCO
<b>Job Purpose</b>	To provide exceptional Music teaching which promotes enjoyment of learning and maximises student progress.
<b>Salary</b>	NJC Scale 16 to 18 £15.82 - £16.35 per hour. Actual salary £24,947 - £25,783
<b>Hours</b>	Term-time + 1 week. 35 hours and 10 minutes a week term-time only to include 5 TD days. 8.00am to 3.10pm (4 days a week) and 8.00am to 4.10pm one day a week (20 minutes unpaid lunch break every day)
<b>Start Date</b>	1 <sup>st</sup> September 2026

*This job description details the responsibilities of the post, but does not direct any particular priorities or amount of time to be spent carrying out the duties. It is not prescriptive, nor necessarily a comprehensive definition of the post. As such, it may be subject to amendment, after consultation, to meet the changing needs of the Academy and the Multi Academy Trust (MAT).*

*Great Western Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff to share this commitment and undergo appropriate checks. All posts within the trust are therefore subject to an enhanced DBS and barred list check.*

At Great Western Academy we expect all our staff to promote great learning; this requires great teaching and the fostering of great attitudes in our students. We have the highest expectations of our teachers: they will be outstanding classroom practitioners committed to generating a culture in which no child is left behind, and they will be supported to continually review and improve their own practice. We expect our teachers to inspire and motivate; lessons should be engaging, memorable and enjoyable, and staff contributions to our enrichment time will help our students to broaden their skills and experiences. As stated on many occasions at open evenings “students will enjoy learning and staff will enjoy teaching them”.

### Main purpose

The Hub leader will:

- Work with class teachers to raise the learning and attainment of pupils from all areas of SEND
- Promote students’ independence, self-esteem and social inclusion
- Give support to students, individually or in groups, so they can access the curriculum
- Deliver interventions as directed by SENDCo
- Take responsibility for a hub of SEND and lead support in this area
- Act as a key worker for a number of students
- Create resources to support students in lessons
- Plan and deliver interventions

- Evidence the impact of interventions
- Act as a liaison between school and home for students within their hub of learning
- Work with External agencies to ensure the needs of students are being met
- Provide training, observations feedback and support to other learning mentors within their hub
- Be lead professional for Early help meetings and delegated staff for PEP meetings where required alongside SENDCO
- Plan timetables for staff in their hub
- Testing and assessing students for areas of need
- Attendance at training events and keeping up to date with national information in their area of SEND

## Duties and responsibilities

### Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all students especially those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all students in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among students, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe student performance and pass observations on to the class teacher and SENDCO
- Supervise a class if the teacher is temporarily unavailable
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher and/or SENDCO
- To cover and lead class teaching (under supervision) as and when appropriate
- Direct the work, where relevant, of other adults in supporting learning
- To support and run enrichment as directed by school leadership team
- To support lunch and break duties
- To engage with peer reading for students
- Assist with the invigilation, administering, assessing of exams and tests
- Complete Learning Mentor observations
- Deliver and support the PMR process for Learning Mentors under their hub of learning
- Attendance at INSET days
- Writing and maintaining profiles for individual students
- E.H.R lead for some students
- EHCP information gathering
- In class support when required

## **Planning**

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of student performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of students in the learning activities

## **Working with colleagues and other relevant professionals**

- Communicate effectively with other staff members and students and with parents and carers
- Communicate knowledge and understanding of students to school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- With the SENDCO, keep other professionals accurately informed of performance and progress or concerns they may have about the students they work with
- Collaborate and work with colleagues and other relevant professionals within and beyond the school

## **Whole-school organisation, strategy and development**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

## **Health and safety**

- Promote the safety and wellbeing of students, and help to safeguard students' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy

## **Professional development**

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

## **Personal and professional conduct**

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

The Hub leader will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

## Person Specification

Hub Leader

<b>Qualifications and experience</b>	<ul style="list-style-type: none"><li>➤ Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or relevant experience in working within schools in a Teaching Assistant/ Learning Mentor capacity</li><li>➤ GCSEs at grades 9 to 4 (A* to C) including English and maths</li><li>➤ Experience of working with children with SEND</li><li>➤ Experience of planning and leading teaching and learning activities (under supervision)</li><li>➤ Experience of working in a secondary school</li><li>➤ Experience of working with outside agencies</li></ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"><li>➤ Good literacy and numeracy skills</li><li>➤ Good organisational skills</li><li>➤ Ability to build effective working relationships with students and adults</li><li>➤ Skills and expertise in understanding the needs of all students</li><li>➤ Knowledge of how to help adapt and deliver support to meet individual needs</li><li>➤ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</li><li>➤ Excellent verbal communication skills</li><li>➤ Active listening skills</li><li>➤ The ability to remain calm in stressful situations</li><li>➤ Knowledge of guidance and requirements around safeguarding children</li><li>➤ Good ICT skills, particularly using ICT to support learning</li><li>➤ Understanding of roles and responsibilities within the classroom and whole school context</li><li>➤ Understanding of effective teaching methods</li><li>➤ Knowledge of how to successfully lead learning activities for a group or class of children</li><li>➤ Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support</li><li>➤ Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice</li></ul>

**Personal  
qualities**

- Enjoyment of working with children
- Be a strong team player
- Show initiative
- Motivated and willing to go the extra mile
- An understanding of the necessity to maintain strict confidentiality
- Sensitivity and understanding, to help build good relationships with pupils
- A commitment to getting the best outcomes for all students and promoting the ethos and values of the school
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding students and equality
- Excellent interpersonal and communication skills – oral and written
- Ability to communicate effectively with individuals, groups, students, staff, parents and professionals
- Ability to be flexible in relation to working hours as required
- A commitment to inclusive education