

Job Description



Academy	St Regis CE Academy
Position	Assistant SENDCo: SEMH
Salary	TST Grade 6 SCP 9-15
Contract	37hrs, term time only, permanent
Responsible to	Senior Vice Principal Inclusion (SENDCo)

All staff have a pivotal role to play in every student's spiritual, moral, social and cultural development. Through our mission to ensure that every student experience's life in all its fullness, we ensure that we support each student through the promotion of our Christian values. This mission and our values underpin the work of every member of staff in all of our academies.

The duties outlined in this job description will be reviewed with the post holder on an annual basis in line with the academy's performance management procedures. It may be modified by the Principal with the agreement of the post holder, to reflect or anticipate changes in the job commensurate with the salary and job title.

Statement of Purpose

Under the direction of the senior staff, to co-ordinate the support provision for pupils with social, emotional and mental health needs.

Supervision

- Post holder may oversee the deployment of teaching assistants / inclusion support assistants.
- Provide training opportunities for teaching assistants, inclusion support assistants and other teachers to improve understanding of the impact of SEMH needs on students and to offer training opportunities about strategies that could be implemented.

Support to Students

- Identify and adopt the most effective teaching approaches for learners with SEMH (social, emotional and mental health) needs.
- Monitor teaching and learning activities to meet the needs of learners with SEMH needs.
- To develop units of work and/or specific skills development with individual students and small groups of students within student services.
- Set targets for raising achievement among learners with SEMH needs.
- To monitor the progress of these students.
- Liaise with teaching staff to ensure continuity of support and learning when reintegrating students back into lessons.
- Attend consultation meetings and keep parents informed about their child's progress.
- Contribute to safeguarding support plans for vulnerable learners who access support.
- To develop programmes of intervention and work with students who display harmful sexual behaviours.
- To work with the safeguarding team to manage risk, and complete assessments for vulnerable students.
- To lead academy programmes on anti-racism, developing programmes of intervention where required and working with individual students or groups of students.

Support Organisational Management

- To ensure that records are kept up to date and stored in line required procedures.

- Support the SENDCo with requirements for the annual reviews of students with special needs at the school, gathering together necessary documentation, distributing to all relevant parties, attending the review meetings as required and ensuring completed paperwork is distributed as appropriate on completion of the review.
- To be responsible, under the oversight of the SENDCo, for drawing up the Individual Education Plans for designated students with special needs.
- Engage with external agencies and other professionals about specialist advice.

Support Development of SEN

- Encourage all members of staff to recognise and fulfil their statutory responsibilities to learners with SEN.
- Disseminate good practice in SEN across the school.

Operational Responsibilities

- To support and uphold academy policies.
- Promote and safeguard the welfare of children and young persons you come into contact with.
- Be aware of 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.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the academy.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with student needs as appropriate during the academy day.

Post holder signature	
Principal signature	
Date	

Person Specification

Essential Criteria	Measured by
Experience <ul style="list-style-type: none"> • Three years experience of working to support children’s learning, gained in a relevant environment. • Experience of working with pupils with additional needs. • Experience of assessment procedures and processes. 	Application form / interview
Qualifications/Training <ul style="list-style-type: none"> • Very good numeracy/literacy skills equivalent to GCSE C and above. • NVQ 3 for Teaching Assistant (or recognised equivalent qualification or experience). • Training in the relevant strategies. 	Application form / interview
Knowledge/Skills <ul style="list-style-type: none"> • Excellent numeracy and literacy skills. • Understanding of relevant legislation as it affects children and the education sector. • Ability to manage own workload and work on own initiative. • Ability to work constructively as part of a team. • Excellent interpersonal skills. • Good ICT and record keeping, recording and reporting skills. • Ability to communicate effectively both orally and in writing. • Good organising, planning and prioritising skills. • Methodical with a good attention to detail. 	Application form / interview
Behavioural Attributes <ul style="list-style-type: none"> • Customer focused. • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	Application form / interview

Note 1: In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- *Motivation to work with children and young people.*
- *Ability to form and maintain appropriate relationships and personal boundaries with children and young people.*
- *Emotional resilience in working with challenging behaviours and*
- *Attitudes to use of authority and maintaining discipline.*