

JOB DESCRIPTION

Job Title: HLTA or SEMH support worker	Grade: SR2 (12 – 17)
Section: Positive Impact Centre	Hours: 33.5hours per week, 39 weeks per year
Department: Support Staff	Terms of employment: Permanent

JOB PURPOSE

To work under the instruction/direction of the Positive Impact Centre (PIC) to support students with SEMH needs. Work with children and young people who have a range of significant needs associated with social, emotional and mental health difficulties, to include anxiety-based school avoidance, Attachment disorder and challenging behaviour. To undertake specified work with individuals, groups under the direction and supervision of the Deputy PIC manager. To encourage the participation of pupils in the social and academic processes of the school, and enable pupils to become more independent learners.

The hours are based on the school day contracted from 8.30am to 3.30pm daily (4.30pm on Wednesday). The type of assistance required is based around social, emotional and mental health support allowing full access to a full mainstream curriculum.

Detailed information is provided at the beginning on each term regarding students' needs and changes to the support timetable.

DESIGNATION OF POST AND POSITION WITHIN DEPARTMENTAL STRUCTURE

Reports to the Deputy PIC Manager.

MAIN DUTIES AND RESPONSIBILITIES

Supporting the Positive Impact Centre (PIC)

- To support students on a phased return to school to reintegrate back into mainstream lessons effectively.
- To support students learning when working independently within PIC.
- To support in delivering small-group interventions within the Alternative Provision (AP) to include team-building exercises, target setting and personal character development.
- To support with the running and delivering of the peer mentoring programme.
- To help with the re-integration back into mainstream lessons with the students accessing the 12-week Alternative Provision programme.

Supporting the Students

- To develop knowledge of a range of learning support needs and to develop an understanding of the specific needs of the children to be supported.
- Considering the individual SEMH needs and to aid the children to facilitate access to the mainstream curriculum in order for pupils to learn as effectively as possible both in group situations and on their own promoting independence.
 - Clarifying and explaining instructions.
 - Motivating and encouraging the child as required.
 - Developing appropriate resources to support the children.
- To establish a supportive relationship with the children concerned.
- To encourage acceptance and inclusion of the child with SEMH needs.
- To develop methods of promoting/reinforcing the child's self-esteem, reducing anxiety and access to the mainstream curriculum.
- Providing in-class support for students returning to lessons after a long-period of absence, where necessary.

Supporting the School

- Where appropriate, to develop a relationship to foster links between home and school for SEMH students accessing PIC.
- To liaise, advise and consult with other members of the team supporting the children when asked to do so.
- To contribute to reviews of children's progress as appropriate.
- To attend relevant in-service training.
- To be aware of school procedures.
- To be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences appropriately.

- **The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by the Head Teacher.**

Signed by Employee: _____

Dated: _____

PERSON SPECIFICATION

Job Title:	Teaching Assistant
Section:	SEN
Department:	Support Staff

KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Training	<ul style="list-style-type: none"> Qualifications to show literacy/ numeracy level 	<ul style="list-style-type: none"> 3 GCSE A* - C or equivalent including Maths and English
Competence Summary (Knowledge, abilities, Skills, Experience)	<ul style="list-style-type: none"> Working with children or experience of own children Knowledge of supporting pupils with social, emotional and mental health difficulties 	<ul style="list-style-type: none"> Working in a school environment Previous experience of working or volunteering with children in key stage 3 and 4 Experience of working with children with specific difficulties EG anxiety, ADD, ADHD, attachment disorder, oppositional defiance disorder
Work related Personal Requirements	<ul style="list-style-type: none"> Good spoken and written English Numeracy skills Have the ability to relate well to children and adults, understanding their needs and being able to respond accordingly. Ability to work under the direction of the class teacher but also to work independently and use initiative appropriately. IT skills. 	<ul style="list-style-type: none"> Particular interest in a specific subject area Specialist training or experience of SEN support Knowledge of specific SEMH difficulties EG anxiety, ADD, ADHD, attachment disorder, oppositional defiance disorder
Other Work Requirements	<ul style="list-style-type: none"> Flexibility Self motivation Good sense of humour 	<ul style="list-style-type: none"> Willingness to undertake appropriate training and development

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.