

## Social Emotional Mental Health Teaching Assistant

Role Title	Social Emotional Mental Teaching Assistant	Reporting to	Social, Emotional and Mental Health Co-ordinator
Section			
Contract type	Royds Hall a SHARE Academy Permanent	Grade / Salary	Band D SCP 7-11

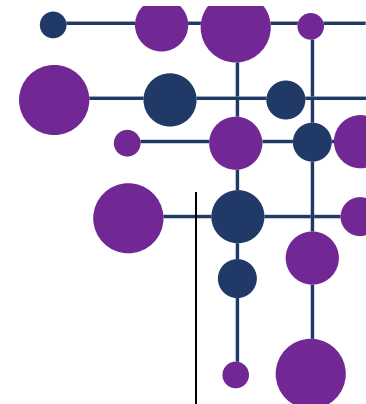
### Part A – JOB DESCRIPTION

<b>Overall purpose of role</b>	<p>As a SEMH Teaching Assistant you will work under the direction of the Social, Emotional and Mental Health co-ordinator to support the learning, progress and care of identified groups of students, to help them achieve their Personal Best. You will also support effective liaison and communication between the wellbeing team, SEN team, Pastoral team and teaching staff to improve progress overtime for students with SEMH needs. You will work with the wellbeing team and SEN team to identify students with SEMH needs and will deliver interventions to these students.</p>
<b>Safeguarding Requirements</b>	<p>This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household.</p> <p>Applicants MUST complete the MAT's standard application form to be considered, will be required to provide evidence of identity and qualifications and offers of employment will be subject to satisfactory references. For applicants who work or have recently worked in a school, one of the references must be from the headteacher.</p>



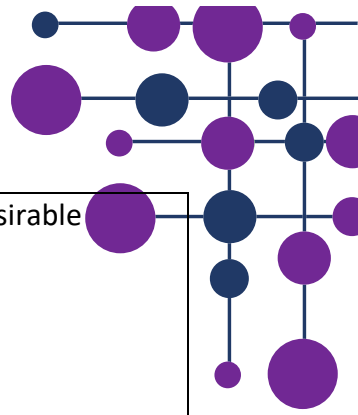
### **Key Outputs**

1. Provide skilled delivery and support of structured SEMH interventions which increases student independence under the direction of the SEMH co-ordinator.
2. To work under the guidance of the Social, Emotional and Mental Health Co-ordinator to monitor students' progress in all aspects of their education. Ensuring the progress is clearly recorded in the relevant systems and relates to the objectives/goals for students.
3. Lead activities outside of lesson times, or supervise groups of students at lunchtimes, and break times, to ensure such students are safe and are participating in valuable activities to develop socially and emotionally.
4. Undertake varied roles and responsibilities including completing student observations, providing feedback and guidance to staff around specific students, liaising with appropriate external agencies, all under the guidance of the SEMH co-ordinator.
5. Undertake professional development to ensure own knowledge is up to date and to develop professionally.
6. To build strong working relationships with teachers, pastoral, Learning Zone and SEN teams.
7. Actively encourage the inclusion of all students to participate in the life and activities of the school and access a broad, balanced and aspirational curriculum.
8. Liaise with departments, pastoral and SEN teams to help ensure the needs of all students are met fully
9. Ensure key staff are informed of progress and developments through regular feedback and updates
10. To be responsible for reviewing of IEPs and pupil profiles, and to contribute to My Support Plans and EHCP reviews frequently with parents, students, teachers and outside professionals.
11. Maintain regular, positive contact with staff, students and parents
12. Work under the guidance of the Social, Emotional and Mental Health Co-ordinator and Director of Safeguarding and SEMH to provide one to one support to students or working with groups of students on pre-planned activities to support the learning and maximise student progress and achievements
13. Proactive liaison with, the Social, Emotional and Mental Health Co-ordinator, Director of Safeguarding and SEMH, Pastoral team, SENCO and teachers, to help the students make strong progress overtime
14. Complete reports in relation to student progress and assist in the preparation of Support Plan, IEP's, and EHC Plans as required
15. Make relevant referrals to outside agencies to access support for students
16. Assist in the planning and delivery of assemblies and tutor time programmes, and whole school training to staff about emotional wellbeing.



17. Seek feedback about own performance and the quality of support offered
18. Carry out your duties with due regard to current and future School policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, and on-going performance development and through College communications
19. As part of your wider duties and responsibilities you are required to promote and actively support the school's responsibilities towards Safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you may have.
20. Any other duties as directed by the SEMH coordinator.

<b>Expertise in Role Required (At selection - Level 1)</b>	<b>Essential or Desirable</b>
Be able to demonstrate levels of numeracy and literacy to GCSE [A-C] or 4+	Essential
NVQ 3 for Teaching Assistants or equivalent qualifications or experience	Desirable
Experience of working with children/young people	Essential
Experience of working with children/young people in a school	Desirable
Experience of working with children who have SEN / SEMH	Essential
Experience of delivering SEMH interventions to children/young people	Desirable
Ability to engage and influence others	Essential
Experience of working across departments and with external organisations	Essential
● Excellent communication skills	Essential
● Excellent behaviour management skills	Essential
● Commitment to the safeguarding of young people	Essential
● Ability to monitor and evaluate impact of interventions and strategies	Essential



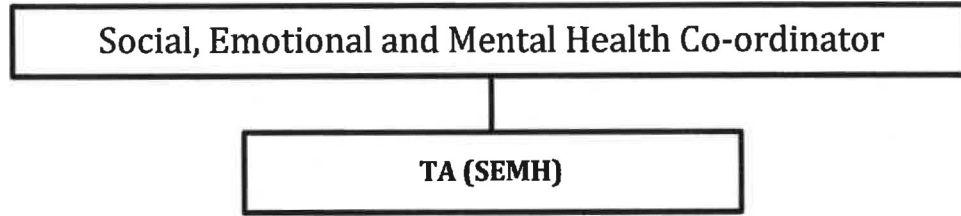
Competent in ICT use and data analysis	Desirable
<b>Other (Physical, mobility, local conditions)</b>	
<ul style="list-style-type: none"><li>Willing to work flexibly within scope of overall hours, e.g. occasional evening meetings</li></ul>	Desirable

<b>Expertise in Role (Advanced - Level 2)</b>	
<ul style="list-style-type: none"><li>Ability to deal with students who require physical restraint and interventions, using such methods as Team Teach, under the direction of the Headteacher</li><li>Understanding of IEP's and EHC's</li></ul>	

<b>Expertise in Role (Advanced - Level 3)</b>	
Specialist skills/training in curriculum or learning area	



Structure



Signatures

Approved by : CEO



Approved by : Post Holder/or Representative

