|  |  |
| --- | --- |
| **Position:** | **Teaching Assistant - SEMH** |
| **Where:** | **Tiverton High School** |
| **Line Manager:** | **SENDCo / Assistant SENDCo** |
| **Grade:** | **D** |

**Purpose of job**

**Core Purpose**

The successful Teaching Assistant will have experience supporting challenging behaviour, have strong classroom and behaviour management and availability to start as soon as possible. You will be resilient, show initiative and have the potential to deliver outstanding outcomes.

This important role involves leading in the delivery of provision for students with needs related to Social, Emotional and Mental Health (SEMH) issues at Tiverton High School. This person will be part of the wider SEND team and work alongside the SENDCo and Assistant SENDCo.

They will assist in leading and managing the provision of special educational needs learning support, ensuring high quality learning, teaching, and behaviour, effective use of resources, and high standards of achievement and progress for all pupils.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

**Main duties**

* Provide individual and small group support to vulnerable young people.
* Establish positive and effective relationships with young people, their families and the staff who teach them.
* Impact positively on the progress and achievement of vulnerable young people.

**General Duties** - To work under the instruction and guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or may take place outside the main teaching area.

**MAJOR RESPONSIBILITIES**

To work under instruction/guidance to enable access to learning by:

\* Delivering pre-determined learning and intervention programmes including the development of resources to support the programmes.

\* Assisting with the planning cycle, contributing to annual reviews and collating evidence to support the programmes followed by staff.

\* Undertaking general clerical/administrative support within the Special Educational Needs and Disabilities department.

Duties include, not exclusively:

Support the Area Lead by**:**

* Provide solution focussed support to young people experiencing emotional difficulties.
* Provide support and challenge to pupils at risk of exclusion.
* Enable young people experiencing behavioural difficulties to manage anger, cope with disappointment, react positively to challenge and change and help them to modify their emotional responses where appropriate.
* Liaise effectively with parents, build constructive relationships and facilitate their support including conducting home visits and leading at meetings if appropriate.
* Keep meticulous case records which demonstrate that there are clear strategies, recommendations and an exit strategy for every individual referred.
* Undertake formal and informal observations of young people as required.
* Undertake relevant professional development and training as required.
* Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans
* Assisting with the display of pupils work
* Using strategies, in liaison with the area lead, to support pupils to achieve learning goals
* Assisting with the planning of learning activities on a regular basis
* Monitoring pupils responses to learning activities and accurately recording achievement/progress as directed
* Providing detailed and regular feedback to teachers on pupils’ achievement, progress, problems etc.
* Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour
* Establishing constructive relationships with parents/carers and where appropriate participating in feedback sessions with parents alongside the teacher
* Administering routine tests, and undertaking routine marking of pupils work.
* Providing clerical/administrative support e.g. photocopying, typing, filing, administration of course work etc.
* Supporting pupils by:
* Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
* Assisting with the development and implementation of Individual Education/Behaviour Plans and Relational Support Plans.
* Establishing constructive relationships with pupils and interacting with them according to individual needs
* Promoting the inclusion and acceptance of all pupils
* Encouraging pupils to interact with others.
* Setting challenging and demanding expectations and promoting self-esteem and independence
* Providing feedback to pupils in relation to progress and achievement under the guidance of the teacher
* Support the curriculum by:
* Undertaking structured and agreed learning activities/teaching programmes and adjusting activities according to pupil responses
* Supporting the use of ICT in learning activities and developing pupils competence and independence in its use
* Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use

**Support the school by:**

* Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
* Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
* Contributing to the overall ethos/work/aims of the school
* Appreciating and supporting the role of other professionals
* Attending relevant meetings as required
* Participating in training and other learning activities and performance development as required
* Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes as required
* Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher

Date: ………………………………………………………..

Signatures: Manager………………………….………

Post holder……...………..………………

PERSON SPECIFICATION

**TITLE** Teaching Assistant – (Level 3)

**SCHOOL Tiverton High School**

**GRADE D**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Requirements** | **Essential/****Desirable** | **Method of Assessment[[1]](#footnote-1)** |
| Education/Training | Good numeracy/literacy skillsRequirement to participate in training/development as/when identified by line manager as essential for performance of the postWillingness to participate in other development and training opportunitiesNVQ 2 for Teaching Assistants or equivalent qualifications/experienceTraining in relevant learning strategies e.g. autism, literacy, etcTraining linked to the needs shown by students with ASC | EssentialEssentialEssentialEssentialEssentialDesirable | AA, IA, IA, IAA, I |
| Experience | Working with or caring for children of relevant age. Experience of working with students with Special Educational Needs and Disabilities and specifically those needs associated with a diagnosis of autism | EssentialDesirable | A,IA, I |
| Knowledge | Knowledge and understanding of child development and learning, including SENDUnderstanding of relevant policies/codes of practice and awareness of relevant legislationGeneral understanding of national curriculum and other basic learning programmes | EssentialDesirableDesirable | A, IA, IA, I |
| Skills/Abilities | Ability to effectively use ICT to support learning, or to undertake training to do so.Ability to use other technology to support learning – e.g. video, photocopier etc.Ability to self-evaluate learning needs and actively seek learning opportunitiesAbility to relate well to children and adultsAbility to develop good learning relationships with students so develop trust and safety so that they are motivated to learn and make good progress.Ability to fulfil all spoken aspects of the role with confidence and fluency in English.Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within those.Ability to understand and respond to the needs shown by students with autism and communication difficulties. | EssentialEssentialEssentialEssentialEssentialEssentialEssential Desirable | A, IA, IIIA, IA,IA,IA, I |

1. Key for Method of Assessment:

A – Application I – Interview [↑](#footnote-ref-1)