

## Job Description

**Post Title:** SEMH and Learning Support Worker

**Contract:** Fixed-Term

**Line Manager:** Headteacher

**Pay Range/Grade:** Band 7, SCP11 – SCP17

**Location:** Horton Grange Primary School

**Hours of work:** 37 per week

### **PRIME OBJECTIVES OF THE POST:**

To undertake work/care/support programmes, to enable access to learning for pupils with cognition and learning and/or social, emotional and mental health needs. Work may be carried out in the classroom or outside the main teaching area.

### **SUPERVISORY/MANAGERIAL RESPONSIBILITIES:**

Assisting as a member of the special educational needs department.

### **SUPERVISION AND GUIDANCE:**

To work under the instruction/guidance of the senior leadership team.

### **RANGE OF DECISION MAKING:**

To make decisions using initiative within established working practices and procedures. The postholder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individuals, groups of pupils and whole classes
- the correct use and care of materials by individual and small groups of pupils
- the safety, mobility (if required) and hygiene and well being of the pupils.

### **RESPONSIBILITY FOR ASSETS, MATERIALS ETC:**

To maintain the confidential nature of information relating to the school, it's pupils, parents and carers.

The provision, use and storage of equipment and materials used by pupils with whom the postholder is working. General responsibility for the care of all equipment and materials within the classroom/designated area of the school.

### **CONTACTS:**

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Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Education Bradford, Contractors, External Agencies.

## **RANGE OF DUTIES:**

### **1. SUPPORT FOR PUPILS**

- Supervise and provide particular support for pupils who have special needs with their primary need being social, emotional and mental health and/or cognition and learning and ensuring their safety and access to learning activities.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher/SENDCO or SLT.
- Assist with the development and implementation of Individual Education/Behaviour Plans and EHCP.

### **2. SUPPORT FOR THE TEACHER**

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers.
- Provide clerical/admin. support e.g. photocopying, typing.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assist with the planning of learning activities.
- Administer routine tests and undertake routine marking of pupils' work.

### **3. SUPPORT FOR THE CURRICULUM**

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, early years recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.
- Use specific resources e.g. visual timetables / timers / positive learning plans to facilitate positive learning in the resourced provision or if children from the provision access the mainstream classroom.



#### 4. **SUPPORT FOR THE SCHOOL**

- 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 and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Be aware of and comply with policies and procedures relating to Care and Control of Pupils, Accident book form, Violence to staff forms.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required some of which may be after school hours.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, but not limited to lunchtime and playtimes.
- Accompany teaching staff and pupils on visits, trips and out of school activities including residentials as required and take responsibility for a group under the supervision of the teacher.
- To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.



### Person Specification

Area of specification	Essential/ Desirable	Method of Assessment
<b>QUALIFICATIONS</b> <ul style="list-style-type: none"> <li>• GCSE English and Maths A-C or equivalent e.g. Adult Literacy/Numeracy at level 2.</li> <li>• NVQ 2 or 3 for Teaching Assistants or equivalent qualification. (Or have started a level 2 or 3 course).</li> <li>• Behaviour/Emotional Support Experience</li> <li>• Attachment Aware Trauma Informed Qualified</li> <li>• Hold a valid first aid certificate if you are an Early Years Practitioner who qualified after June 2016</li> </ul>	E  E  D D  D	Application and interview
<b>EXPERIENCE</b> <ul style="list-style-type: none"> <li>• Experience of working as part of a team.</li> <li>• Experience of working with pupils of primary age.</li> <li>• Experience of working with children who have difficulties managing their emotions and self regulation.</li> <li>• Experience of working with children with special educational needs, assisting in their development.</li> <li>• Recent relevant experience of working with young people whose learning may have been impeded due to a range of circumstances.</li> </ul>	E E E  D  D	Application and interview
<b>KNOWLEDGE/SKILLS/ABILITIES (Core competencies)</b> <ul style="list-style-type: none"> <li>• Understanding of child development and learning.</li> <li>• Be able to motivate and inspire children, staff, parents and Governors</li> <li>• Have the ability to work effectively as part of a team</li> <li>• Ability to demonstrate behaviour management skills</li> <li>• Ability to use relevant technology</li> <li>• Good numeracy and literacy skills</li> </ul>	E E  E E  E E	Application and interview

<b>PERSONAL QUALITIES</b> <ul style="list-style-type: none"> <li>• Be committed to raising standards</li> <li>• Be someone who can create an atmosphere in which children can thrive and succeed</li> <li>• Have excellent interpersonal skills</li> <li>• Effective communication and organisation skills</li> <li>• Ability to manage workloads and work calmly under pressure</li> </ul>	<b>E E E E</b>	Application and interview
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This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

**Signature of post holder** \_\_\_\_\_ **Date** / /

**Signature of Chief Executive Officer** \_\_\_\_\_ **Date** / /

