Job Description

# SEMH and SEND Support Worker

# Job purpose:

* To assess the individual needs of children with the class teachers and SENCo
* To work with teachers to plan and deliver an individualised, nurturing, strategic program of support for identified children
* To support children with SEMH/SEND to be part of our inclusive school community
* To deliver a range of therapeutic sessions and academic lessons to prepare children to be fully reintegrated into class and to continue learning
* To follow and support the development of policies and procedures relating to building positive relationships and behaviour for life
* To work with all staff to uphold the school’s expectations of ‘Be kind, be safe and be responsible’ thus creating a safe, calm place to play and learn.
* Provide support and guidance to ensure that staff have the skills, knowledge and understanding to provide a consistent approach

**Reports to:** Headteacher

# Key Responsibilities and Accountabilities:

**Leadership:**

* Working within the Senior Leadership Team

# Support for Pupils:

* To support and assist pupils in managing their behaviour and in achieving their social and behavioural targets both in and outside the classroom.
* To assist individual pupils experiencing difficulties in managing their behaviour by supporting them within and outside the classroom with their social group.
* To assist pupils back into the classroom/social group when they have self -regulated.
* To set a good example to pupils through their own presentation and personal and professional conduct.
* To write individual personalised plans and provide support which best meets the learners needs.
* To complete regular action plans and progress reviews with relevant adults and pupils.
* To maintain good attendance of learners at one to one sessions and liaise with staff regarding attendance issues.
* To provide pastoral support to learners to ensure their overall health and well-being. E.g. providing emotional support, encouragement and building self-esteem.
* To keep up to date with current developments in supporting students who face challenges in learning and social emotional development.
* To actively participate in team training events/meetings and share good practice.
* To guide pupils in a manner which will maximise their individual potential by adapting to their needs.
* To ensure good transition arrangements are in place for vulnerable pupils.

# Learning

* Liaise with teachers to adapt and prepare lessons and activities.
* Provide feedback in line with the Feedback policy including uploading learning to Tapestry is appropriate.
* Monitor pupil progress and give specific feedback to the teacher e.g. progress towards ISP targets.
* Implement differentiated work to allow accessibility and challenge for pupils.
* Implement and support all policies.

# Support for the School

* To model good inclusive practice.
* To ensure that support for positive relationships and behaviour management of pupils is consistent with the school’s policies and programmes; sharing good practice with colleagues.
* To assist in establishing good relationships with all staff, children, parents/carers and external professionals.

# Broader Responsibilities:

* To play a full and active part in the life of the School Community.
* To support the safeguarding of students and staff.
* To support the School’s vision and ethos.
* To comply with the School’s Health and Safety Policy and to undertake Risk Assessments, as appropriate.

# Miscellaneous:

* Maintain confidentiality at all times in respect of school related matters and prevent disclosure of confidential, sensitive information in line with data protection legislation.
* Undertake any other duties commensurate with the level of the post, as required from time.

# Knowledge & Skills:

* Knowledge and skills to support pupils with SEMH/SEND.
* Knowledge of statutory frameworks that underpin what we do.
* Have relevant experience in a similar role.
* Working knowledge of meeting the needs of young people and the implementation of strategies to support their development.
* Ability to work to deadlines and liaise appropriately with staff, at all levels.
* Ability to communicate clearly and kindly to parents/carers, staff and pupils.

Whilst every effort has been made to explain the main duties and accountabilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this Job Description.

Employees are expected to be courteous to colleagues and provide a welcoming environment for other professionals, students, parents, visitors and those making contact by telephone.

The School will endeavour to make any necessary reasonable adjustments to the Job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment of any employee who develops a disabling condition. This Job Description is current at the date shown but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the Job which are commensurate with the salary and Job Title.

Person Specification

| Essential | Desirable |
| --- | --- |
| Qualifications and Experience |
| * Experience of working as a support worker/HLTA in a mainstream school, PRU or Specialist Provision
* Min A\* - C grade in GCSE English & Maths or equivalent
* Experience of working with children SEMH/SEND with a good knowledge of positive relationship building and behavioural management techniques and strategies
* Experience of using assessment to inform provision e.g. Thrive or Boxall Profiling
 | * Licensed Thrive Practitioner
* Level 4 qualification or equivalent in childcare or support workers in school
* Evidence of further professional development or other relevant

national or professional qualifications relating to the role |
| Knowledge and Understanding |
| * A sound understanding of trauma informed practice
* Ability to support behaviour and learning across the Primary Phase
* Recognise that each child has specific needs that need to be nurtured and developed through careful and sensitive support and intervention
* Ability to work 1 to 1 with a child in an individual, small group or whole class environment, making accurate observations, communicating these, and providing feedback to the teacher
* Excellent interpersonal and communication skills, particularly, relating well to children and adults
* Ability to work independently or as part of a team demonstrating initiative, tact and diplomacy
* Willingness to learn from colleagues and act on advice
* Willingness and ability to support other adults to ensure the best outcomes for all children
 | * Background in supporting vulnerable children e.g. SEND/SEMH
* General understanding of national curriculum or other basic learning programmes and strategies and how children learn
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| Personal Qualities |
| * Display a positive, calm and ‘can do’ attitude with a firm, flexible, resilient and adaptable approach to the role
* Committed to our school ethos of ‘Be kind, be safe and be responsible’ with an open minded and non judgemental approach to pupil difficulties and backgrounds
* Committed to Inclusion
* Committed to providing a high quality service at all times with the confidence to query and make suggestions as part of the KIND team
* Punctual, organised with good time management skills
 | * A desire to drive own professional development
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| Expected Behaviours |
| * A good understanding of confidentiality and integrity in carrying out duties
* Possessing high expectations for pupils’ wellbeing, progress and achievement
* Excellent knowledge of best safeguarding practices
 | * Awareness of inclusive practices
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