



Job Description

POST TITLE:	Teaching Assistant (Level 3) - SEMH Focus
HOURS OF WORK:	8.15am - 3.30pm; Monday to Friday Term time plus 5 days
RESPONSIBLE TO:	SENDCo & SEN Leadership Team
PURPOSE OF THE JOB:	To provide specialised support to students with Social, Emotional, and Mental Health (SEMH) needs at Hampton Garden School.

The Level 3 Teaching Assistant (SEMH Focus) will also support the practical implementation of exam access arrangements and exam organisation for students with SEND, ensuring that all arrangements are effectively delivered in line with school policy and JCQ regulations.

MAIN RESPONSIBILITIES:

1. SEMH Programme Implementation

- Run and manage SEMH programmes, including the Boxall Profile, to assess and support students with SEMH needs.
- Develop and implement individualised support plans based on programme outcomes and student needs.

2. Direct Student Support

- Provide one-to-one and small group support to students, focusing on emotional and social development.
- Utilise counselling skills and ELSA training to offer tailored emotional support and guidance.

3. Collaboration and Liaison

- Work collaboratively with teachers, SENDCo, and the Pastoral Team to integrate SEMH support into the wider educational framework.
- Liaise with external agencies as required, ensuring a coordinated approach to student support.

4. Monitoring & Reporting

- Monitor student progress within SEMH programmes and provide regular feedback to teachers, SENDCo, and parents.
- Contribute to the development of student Individual Education Plans (IEPs), focusing on SEMH goals and strategies.

5. Professional Development

- Engage in ongoing professional development, including ELSA training and other relevant courses, to enhance SEMH support provision.
- Stay abreast of current research and best practices in SEMH and related fields.

6. Additional Therapeutic Support

- Implement and oversee additional therapeutic interventions, such as animal therapy, as appropriate.
- Adapt and innovate support strategies to meet the diverse needs of students.

7. Support for children

- Supervise and support the class in following a programme of study, under the direction of the class teacher.
- Provide specialist support to children with significant and complex special educational needs, or where English is not their first language.
- Deliver learning activities to groups requiring differentiated approaches, as agreed with the teacher.
- Establish and maintain supportive relationships with pupils, groups and parents/carers.
- Take a person-centred approach to agreeing individual outcomes with the child, their parents/carers and any external agencies that may be involved.
- Liaise with parents to share information on their child's progress against individual outcomes.
- Liaise with specialist services on behalf of individual pupils, e.g. educational psychologists, speech therapists, by agreement with the class teacher.
- Encourage and promote inclusion in the classroom, ensuring all pupils feel involved with tasks and activities.
- Monitor the implementation of exam access arrangements for the students

8. Support for Exam Access Arrangements and Organisation

- Under the direction of the SEN Leadership Team, take a lead on the practical coordination of exam access arrangements.
- Liaise with the Exams Officer and SEN team to ensure appropriate rooms are identified and prepared.
- Organise and communicate cover arrangements for Teaching Assistants supporting students during assessments and examinations.
- Ensure all required equipment (e.g. laptops, assistive technology) is tested and available, in conjunction with the IT Department.
- Maintain accurate records of access arrangement deployment.
- Alert relevant staff to logistical needs and respond promptly to any technical or practical issues arising.

9. Support for the curriculum

- Support the school curriculum, including literacy and numeracy activities.
- Identify, organise and run tailored clubs for specific groups of students at break, lunch or after school within Achievement Support.
- Provide additional tuition for children who need extra support with ICT.
- Arrange and deliver special classes for pupils to improve the range or quality of subjects offered as agreed.
- Identify and implement individual strategies that promote inclusive practices within all areas of the curriculum.
- Set SMART targets to enable students to access a broad and balanced curriculum.
- Provide targeted support to enhance learning and improve attainment.



10. Support for the teacher and SENDCo

- Contribute to reports on pupil progress and development against National Curriculum descriptors.
- Contribute to the development of Individual Provision Maps and Pupil Passports for children with special educational needs.
- Gather appropriate information from teaching staff to inform the development and monitoring of individual plans.
- Use ICT to gather individual pupil information on progress, current attainment, attendance and behaviour to support the accurate development and monitoring of individual plans for students with SEN.
- Contribute to the planning and evaluation of academic and social development programmes for individual pupils and groups.
- Provide feedback on learning activities and contribute to school review and development planning.
- Share individual plans and agreed outcomes with relevant staff members on a regular basis.
- Organise the learning environment and develop appropriate classroom resources as required.
- Contribute to behaviour management within the school and take charge of situations to allow the teacher to continue to work with the rest of the class.
- Take a leading role in the termly SEN Review process (which run in the evening), supporting with the planning, implementation and sharing of the Graduated Approach with all key stakeholders.

11. Support for the school

- Develop and maintain effective working relationships with other staff and parents/ carers.
- Deliver tours of the school for prospective students and their parents.
- Attend, deliver and provide feedback from transition meetings for prospective students who will be attending Hampton Gardens.
- Contribute to the maintenance of a safe and healthy environment.
- Attend and actively participate in staff meetings.
- Contribute to the development of less experienced teaching assistants.
- Act as a mentor for less experienced teaching assistants on best practice and methods of overcoming difficulties.
- Making suggestions for school events and take a leading role in organising them as agreed.

12. Carry out any other duties associated with the post, as requested by the SENDCo & SEN Leadership Team.

GENERAL NOTES:

- These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed;
- These accountabilities are not necessarily a comprehensive definition of the post. It will be reviewed at least once per year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

Hampton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service Check from the Disclosure and Barring Service (DBS).



Person Specification

POST TITLE: Teaching Assistant (Level 3) - SEMH Focus

The role involves implementing SEMH programmes, including the Boxall Profile, and working closely with students to overcome barriers to learning. The ideal candidate will have a background in counselling and be trained, or on the pathway to being trained as an Emotional Literacy Support Assistant (ELSA). Experience in additional therapeutic approaches, such as animal therapy, is highly desirable.

Criteria	Essential	Desirable
Educational Qualifications	<ul style="list-style-type: none"> ➤ Good educational background with minimum 4 GCSEs (or equivalent) including English Language & Maths 	<ul style="list-style-type: none"> ➤ Educated to degree level
Experience	<ul style="list-style-type: none"> ➤ Experience of working as a Level 2 Teaching Assistant (or equivalent role) ➤ Experience of working across the curriculum ➤ Experience of delivering activities to small groups ➤ Experience of organizing and prioritising workloads ➤ Experience of contributing to Individual Provision Mapping (formerly known as IEPs) ➤ Experience of supporting the Graduated Approach 	<ul style="list-style-type: none"> ➤ Experience working as a Level 3 Teaching Assistant ➤ Experience of coordinating exam access arrangements ➤ Experience of the Early Help process
Skills/Abilities	<ul style="list-style-type: none"> ➤ Ability to lead and influence a team ➤ Excellent communication skills, oral and written ➤ Strong interpersonal skills ➤ Ability to work with honesty and integrity ➤ Ability to use own initiative ➤ Good organisational skills ➤ Ability to prioritise workload and keep to deadlines ➤ Excellent ICT skills ➤ Ability to motivate and gain the respect of students ➤ Ability to resolve conflict ➤ Ability to remain calm ➤ Good listening skills ➤ Sensitivity and empathy 	<ul style="list-style-type: none"> ➤ Ability to work under pressure ➤ Willingness to learn new skills
Knowledge and Understanding	<ul style="list-style-type: none"> ➤ Appreciation of absolute confidentiality of information received in school ➤ Understanding of Child Protection issues ➤ Understanding of inclusive practices in a mainstream secondary school 	<ul style="list-style-type: none"> ➤ Knowledge of JCQ regulations

	<ul style="list-style-type: none"> ➤ Understanding of the variety of special educational needs and disabilities and how they present differently in each individual 	
Other Requirements	<ul style="list-style-type: none"> ➤ Ability to work flexibly ➤ Willingness to undertake training, as required ➤ Willingness to take a full and active role in school life ➤ Cheerful disposition and good sense of humour 	
Safeguarding Competencies	<ul style="list-style-type: none"> ➤ Commitment to promoting and safeguarding the welfare of all staff and students ➤ Demonstrates empathy for the concerns of others ➤ Shows respect for other's feelings, views and circumstances ➤ Seeks and uses professional support appropriately ➤ Can demonstrate flexibility of approach ➤ Shows a personal commitment towards safeguarding children 	