

Social, Emotional and Mental Health Learning Support Assistant Job Description

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| 1. JOB TITLE | SEMH - LSA |
| 2. GRADE | 5/6 |
| 3. DBS REQUIREMENTS | Enhanced |
| 4. Hours | 36 hours per week, term time only |
| 5. SUPERVISED BY | SENCo |
| 6. SUPERVISION EXERCISED | Directly: None

Indirectly: None |
| 7. CONTACTS | Internal: Teachers, therapists, Clinical
Psychologist External: Families |

8. Aims and purpose of the job:

- To be the secure person for a designated group of students/form group by supervising and providing particular support, ensuring their safety and access to learning activities.
- Develop a holistic approach to meeting Social, Emotional and Mental Health needs, enabling learners to make good progress by working with teachers, other support staff, families and external agencies.
- Assist with the development and implementation of Individual Education/Behaviour Plans, Risk Assessments, Personal Care and Therapy Care programmes for a designated group/form.
- Establish therapeutic relationships with students and interact with them according to individual needs.
- Promote the inclusion and acceptance of all students.
- Encourage students to interact with others and engage in activities led by teachers.
- Set challenging and demanding expectations and promote self-esteem and independence.
- To help students develop resilience and independence, both learning in lessons and forming positive relationships with peers and staff.
- Provide feedback to students in relation to progress and achievement under the guidance of teachers.
- To develop and enhance expertise in supporting students with complex social, emotional and mental health needs by attending training and working alongside relevant internal and external professionals such as psychologists and therapists.
- To provide support in the delivery of specialist interventions, taking a lead where appropriate.
- To sustain an active engagement with families of designated students to help them explore issues and make changes in areas that may be affecting their child's learning and development. This may involve home visits.
- To track the progress of students with Social, Emotional and Mental Health needs using the available data and monitor the impact of interventions, sharing this with the SENCo and other relevant professionals.

9. Support for the teacher

- Create and maintain a purposeful, orderly and supportive secure base/form room, in accordance with lesson plans and assist with the display of students' work.
- Use strategies, in liaison with teaching staff and therapists, to support students to achieve learning goals.
- Assist with the planning of learning activities.
- Monitor students' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on students' achievement and progress.
- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Establish supportive relationships with parents/carers.

10. Support for the Curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student responses.
- Undertake programmes linked to local and national learning strategies, eg literacy and numeracy, recording achievement and progress and feeding back to teachers.
- Support the use of Information Technology in learning activities and develop students' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activities and learning needs and assist students in their use.

11. 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.

- Contribute to the overall ethos/work/aims of the school. *The school is moving towards a whole school approach to support the wellbeing of students and staff.*
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtime when required.
- Accompany teaching staff and students on visits, trips and out of school activities as required.

12. Professional learning and development

- To be a reflective practitioner, evaluating and improving own practice in order to take teaching and learning forward.
- To contribute to both school's developments by sharing professional learning, expertise and skills with others, and participating in collaborative learning opportunities.
- To take full advantage of any relevant training and development available and undertake any necessary professional development as identified in the School Development Plan and the performance management process.
- To take responsibility for personal professional development to inform and extend professional practice to secure improvements in teaching and learning.
- To undertake any other task deemed appropriate by the Headteacher.

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Data and Barring Service (DBS) as part Orchard Hill College & Academy Trust's pre-employment checks

Social, Emotional and Mental Health Learning Support Assistant

Person Specification

This person specification will be used for recruitment to the SEMH -LSA role. It will form the basis of the application form, and candidates will also be assessed against aspects of this person specification at interview.

Criteria	Essential	Desirable	Assessment
GCSE grade C or Level 2 equivalent functional skills in English and Maths	√		Application form and certificates
Foundation degree or Level 5 relevant qualification/skills		√	Application form and certificates
Experience of working with young people with Social, Emotional and Mental Health difficulties and/or challenging behaviour		√	Application form/interview question
Experience of working with students with a range of Special Educational Needs such as ADHD and ASD.		√	Application form/interview question
Understanding of alternative and therapeutic interventions for student progression.		√	Application form/interview question
Excellent classroom and behaviour management skills.	√		Interview task
An ability to understand the principles of learning processes and in particular barriers to learning.	√		Application form/interview question
The ability to work effectively as part of a team, but also to use initiative within the guidelines set by teaching staff with tact and diplomacy		√	Application form/interview question
The ability to recognise and be sensitive to the individual needs of students	√		Interview question
Evidence of proficient Information Technology skills and the confidence		√	Application form/interview question

and willingness to use and develop them			
Effective and professional communication skills with the ability to engage young people.	√		Application form/interview question
A willingness to increase own knowledge and understanding of teaching and learning.		√	Interview question
Highly adaptable and flexible.	√		Interview question
Ability to work in a way that promotes the safety and wellbeing of students.	√		Application form/interview question
Current driving licence and own transport.		√	Application form/interview question

As part of Orchard Hill College& Academy Trust's pre appointment checks, current and past employers will be contacted for short listed candidates

Any discrepancies or anomalies, and/or issues from references will be discussed at interview with shortlisted candidates.