

Teaching Assistant – SEMH Specialist Resource Base

Base Teaching Assistant Job Description and Person Specification

Job Purpose

The Base Teaching Assistant will have shared responsibilities within the classroom for the learning, progress, standards and safeguarding of the pupils admitted to the Base, whilst attending the Base. Teaching assistants will assist in the delivery of a varied, interesting, targeted curriculum design to support pupils SEMH needs.

The Teaching Assistant will assist the lead teacher/teacher in completing outcomes from focused SEMH screening alongside National Curriculum and SEND assessments, in addition to supporting child centred learning that captures the needs and the interests of the pupils.

The Teaching Assistant will create a sense of safety through routines and emotional support to ensure that all of the special educational needs of the students are met. They will support the lead teacher and follow the routines, approaches and strategies as set out in individual pupils plans.

The Teaching Assistant will support pupil's self-esteem, whilst delivering individual and small group literacy and numeracy, RSHE and therapeutic led activities and lessons. The approaches and support will have an explicit focus on social and emotional needs of the child.

Close partnerships will be maintained, and they will work collaboratively with others to develop effective professional relationships through participation with senior management teams, schools and external partners. This may include working with the home school with the support of the Lead teacher and other professionals.

Overview/context

The Base will be a class that will support, deliver and use therapeutic approaches to provide an appropriate environment and differentiated provision and resources for identified students with an identified Social, Emotional and Mental Health need. Using individual approaches and whole setting social approaches to develop, support and enhance emotional learning for every pupil.

They will be of an age reflective of the age of the students of the school within which the Base functions. The Base is designed for up to eight pupils in each key stage group.

The Base will work closely and collaboratively with the home school, the family and the child to allow for the students on role to access mainstream classes and integrate as much as possible into the life of the main school. The Base's environment and provision must be an outstanding example of how those Social Emotional and Mental Health needs can be met.

Principle accountabilities/responsibilities of the job

Assist in the delivery of the curriculum in a way which is differentiated and adjusted so that the student is able to access one that is broad and balanced, willingly and without anxiety.

Assist the Lead teacher/teacher in activities, lunchtime supervision, supporting in lessons and working with children. Also delivering the implementation of detailed individualised plans and interventions intended to best meet the varied needs of the pupil and support them to thrive in the classroom.

Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures:

- To demonstrate a knowledge of specific learning difficulties and pupils specific learning programmes and activities is necessary when dealing with pupils in the school.
- To be conversant with, and work towards, fulfilling the school's aims and objectives as laid out in that policy document.

As directed by Lead teacher/teacher to promote learning through preparation of specific activities and to check on children's progress with these activities.

Main responsibilities

1. To provide assistance to Teacher within the Base;
 - By working with pupils on an individual or group basis.
 - By assisting in the preparation of specific areas of the curriculum.
 - By assisting in the efficient preparation of classroom materials, resources and equipment.
 - By devising activities within the framework of the overall planning set by the teacher.
 - To utilise and engage in the use of ICT in helping deliver the curriculum to groups and individuals.
 - To provide co-regulation to pupils at all times to support the development of their self-regulation.
2. To be responsible for the safety of children by exercising adequate support and supervision.
3. To establish with the staff team appropriately high levels of expectation by setting down clear guidance for pupils for establishing high standards of behaviour and achievement within school.
4. Attending meetings as required to discuss children on an individual basis and contribute towards establishing a unified and consistent approach throughout the school. This may include attending staff meetings on occasions and may also include contributing to a pupil's Annual Review in either written or verbal form.
5. Participate fully in the daily observation and recording of pupils' behaviour and progress in the appropriate manner and to give feedback to teachers and other staff teams where appropriate.
6. To assist in the professional development of colleagues and self by involvement in relevant aspects of the school's Staff Support and Development Programme.
7. To take part in the initial and advanced Norfolk Steps training and to ensure that this is updated on an annual basis as directed by the Head teacher.
8. To ensure that the advanced skills in behaviour management are constantly revisited so that staff are able to work individually with pupils who exhibit high levels of disturbance.
9. To coordinate with teachers display work for classrooms and corridors once completed by pupils.
10. Where directed to ensure that pupils access to learning outside of the classroom is supported.
11. To work with outreach pupils in or from partner schools in line with behaviour status.
12. Perform any other tasks that the Lead teacher/teacher, Headteacher or appointed Deputy may reasonably request.

Relationships

1. Develop effective, consistent relationship promoting emotional safety for pupils.
2. Use a calm, consistent approach using language and scripts to embed consistency for children.
3. Use supportive approaches to enable transparent and aspirational expectations and outcomes for children.
4. Use language tone and body language to create strong safe relationships with pupils.
5. Have high expectations for behaviour and promoting self-efficacy for pupils, supporting them to thrive in a mainstream provision in the future.
6. Builds strong pupil, adult relationships on a foundation of promoting positive, safe behaviour.
7. Use approaches based on understanding and supporting complex SEMH needs.

8. To provide co-regulation to pupils at all times to support the development of their self-regulation

Specific responsibilities

Qualifications:	Essential (x)	Desirable (x)
Minimum NVQ 2 teaching assistant or equivalent or 2 years' experience in a school environment	x	
English and Maths GCSE/CSE Grade c or above	x	

Knowledge/ Experience	Essential (x)	Desirable (x)
Experience of working in an educational setting in key stage 1 or 2	x	
Knowledge and understanding of the SEN CoP (2014) and the Equalities act (2018)		x
Experience of successfully meeting the needs of students with SEND		x
Experience and knowledge of basic literacy and numeracy skills and how to develop them in students using known and successful strategies and interventions		x
Knowledge of Education, Health and Care plans and the statutory regulations that are involved		x
Experience of working with external agencies		x
Have completed or have ability to complete training in Norfolk STEPS STEP ON and STEP UP approaches.	x	
Experience, knowledge and use of strategies and systems for supporting SEMH needs.		x
Experience in behaviour management strategies	x	
Experience and knowledge in approaches to support and develop social skills		x
Have a clear working understanding of safeguarding protocols and procedures		x
Have an understanding of therapeutic approaches within schools		x

Aptitudes/Behaviours	Essential (x)	Desirable (x)
Be responsible for improving your practice through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.	x	
To show compassion, care and kindness, engendering a sense of hope, belonging and understanding to all children.	x	
To show empathy, understanding and care to all children at all times, especially when in crisis.	x	
To have professional regard for the ethos, policies and practices of the school in which you teach and maintain high standards in your own attendance and punctuality	x	
A clear ability to demonstrate solution focussed thinking and resilience to meet the needs of children.	x	

Have a calm manner when working with pupils	x	
Be able to foster effective working relationships with a range of other professionals	x	
Be able to work under pressure and show resilience	x	
Proven ability to be creative		x
Have excellent inter – personal skills	x	
Have a commitment to safeguarding and welfare of children.	x	
Demonstrate commitment to pupils and their learning and well-being	x	
Be able to show compassion in your approaches to children.	x	
Ability to build relationships with young people.	x	
Ability to be self-reflective	x	
Show ability to communicate effectively with care to young people.	x	
To demonstrate strong self-regulatory skills and strategies to manage your emotional responses.	x	