**Social, Emotional and Mental Health TA**

**The Bridgwater College Trust Culture reflects that of our sponsor.**

The success of the Bridgwater College Trust will be underpinned by two fundamental tenets:

**Students come first:** First and foremost, the role of the Trust is to enable students to achieve their potential, and it is this assumption that drives the culture and activity of the Academy. It also drives the Trust’s recruitment and personnel strategies. It is assumed that anyone who joins or forms part of the Trust shares this philosophy.

**All staff employed at the Academy are team players:** Whilst every member of staff has a specific role to fulfil, their ability to do this successfully will depend to a large degree on their ability to cooperate with others, to lead by example if they are operating in a management capacity, and to support colleagues in whatever way is appropriate, and in their turn to seek support when this is necessary to enable them to fulfil their role. The extent to which individuals can work with others is seen as a critical determinant in their appointment to the Trust. In all appointments we make it clear that we are looking for energy, passion, innovation and cooperation, as well as behaviour that will promote a positive image for the Trust in its wider community.

# PERSONAL PROFILE

The success of the Bridgwater College Trust rests on a very strongly felt and shared set of values which determine its strategic direction. It is absolutely crucial that the post holder shares our values of student centred-ness, equality of opportunity and parity of esteem for staff and students. S/he must enjoy working within the team philosophy. This post is not about building empires. It is about espousing and promoting corporate-ness. Like any other post in the Academy, it is about valuing people, working in partnership with others and supporting individual progression and achievement.

Crucially post holder must have a commitment to comprehensive education and training. S/he will believe passionately in the entitlement of individuals of all ages to learning.

# Core Purpose:

* **To provide support for students assessed as having social, emotional and mental health (SEMH) needs, to improve achievement and progress for targeted individuals.**
* **Organise, plan and deliver high quality emotional literacy interventions for vulnerable students with SEMH, working alongside staff to develop their knowledge and skills.**

**This role will:**

* Support the SENCo in identifying and targeting intervention through the use of relevant SEMH assessments.
* Support identified students with SEMH to make progress through the planning and delivery of 1:1 or group programmes, or supporting in class where appropriate, across both KS3 and KS4.
* Establish productive working relationships with students, acting as a role model and setting high expectations.
* Liaise with academy staff regarding the interventions in place for identified students and work with families and agencies to enhance the effectiveness of support.
* Assess, record and report on intervention development, progress and attainment of individuals and specific groups.
* Use behaviour management strategies, in line with the academy’s policy and procedures, to contribute to a purposeful, safe learning environment.
* Increase emotional literacy levels for students through targeted personalised intervention.

**Main Duties and Responsibilities:**

**Support for Students & Families:**

**Provide students with additional strategies to support their identified areas of need in regards to social, emotional and mental health (SEMH) – to positively impact on their experience and progress within the classroom.**

Assist students with the development and implementation of Individual Educational Plans (IEPs), Behaviour Management Plans or similar target/progress documents.

Develop an understanding of the special educational needs of students, through liaison with the SENCo, SEN Team and class teachers, to ensure they have appropriate access to the lessons and relevant resources to alleviate any frustrations and anxiety.

Provide information and advice to enable students to make positive choices about their own behaviour.

Promote the inclusion and acceptance of all students within the classroom.

Support students consistently whilst recognising and responding to their individual needs.

Challenge and motivate students; promote and reinforce self-esteem.

Promote independence and employ strategies to recognise and reward achievement of self-reliance.

Provide feedback to students in relation to progress and achievement in regards to their intervention sessions and behavioural choices within the classroom environment.

Communicate with parents/carers on an agreed regular basis regarding students’ behaviour and progress and record relevant information on SIMS.

Attend reintegration meetings for relevant students who have been excluded for a fixed term period.

Support with the supervision of students excluded from, or otherwise not working to a normal timetable.

Supervise students on visits, trips and out of school activities, particularly those with social, emotional and behavioural difficulties, in order to ensure inclusion, as required.

* Develop and maintain positive relationships with parents, liaising sensitively and effectively as agreed with the SENCo.

**Support for School and Staff:**

**Implement agreed intervention programmes, adjusting activities according to student responses/needs and as a result of assessment outcomes.**

**Outcomes from intervention regularly fed back to staff to support student engagement within the classroom environment.**

Contribute to the development, implementation and evaluation of Individual Education Plans, Behaviour Plans and reports for Annual Reviews.

Ensure that all records, detailing students’ progress, are both accurate and updated in a timely manner.

Record intervention progress and achievement, following the Assess, Plan, Do Review SEN cycle to monitor impact of intervention.

Produce lessons plans, resources and evaluations of interventions delivered.

Attend any relevant planning and preparation meetings, departmental meetings and whole staff meetings as required and directed by the SENCo.

To attend and contribute to regular review meetings for identified students.

Prepare and complete referral paperwork, under the guidance of the SENCo, to access support from external agencies.

Establish constructive relationships and communicate with other agencies/professionals, in liaison with the SENCo and class teachers, to support achievement and progress of students.

Provide objective and accurate feedback and reports to external agencies and teachers on student achievement, progress when requested by the SENCo.

Communicate information from external agencies to teachers and other staff, as appropriate.

Take a proactive role assisting the SENCo in the training for academy staff in regards to SEMH.

Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.

Continually seek to improve own practice, including through observation and discussion with colleagues, and to seek advice and guidance as necessary.

Provide general admin support, e.g. collation and preparation of information for outside agencies, preparation of referrals, filing, including that of private & confidential reports, in student folders.

Maintain a safe, positive learning environment when delivering group and individual intervention sessions.

Support the use of ICT in learning activities and develop students’ competence and independence in its use.

Maintain high standards of professional behaviour towards colleagues and students.

Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting concerns to the Designated Person for Child Protection.

Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.

Contribute to the overall ethos, work and aims of the academy.

Undertake additional duties that are commensurate with the level of responsibility of the post, as directed by the SENCO and /or the Headteacher.

**Person Specification**

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| --- | --- | --- | --- |
| **Attributes** | Requirements necessary  for safe and effective performance of the job | **Essential** | **Desirable** |
| **Education, Qualifications and Knowledge** | * Good level of numeracy and literacy * GCSE qualification in English and Mathematics – Grade C or above * Higher level qualification, e.g. HND, degree, NVQ3 for Teaching Assistants or other higher level qualification, or experience * Working knowledge of curriculum * Evidence of recent continued professional development * Knowledge of assessments and interventions for SEMH | √  √  √  √  √ |  |
| **Experience** | * Proven experience of working in a successful team * Experience of working with children of relevant age * Experience of working with children with social, emotional and mental health needs (SEMH) * Experience of planning and leading individual and group intervention. | √  √  √ |  |
| **Aptitudes and Skills** | * Good Communication skills * Good IT skills and able to use ICT effectively to support learning * Ability to be self-reflective and a willingness to seek learning opportunities * Ability to relate well to children and adults * Work constructively as part of a team, understanding classroom roles and responsibilities and your position within these * Ability to prioritise tasks and manage own workload to achieve deadlines, often managing conflicting priorities * Well organised, self-motivated and hardworking | √  √  √  √  √  √  √ |  |
| **PersonalAttributes** | * Confident and at ease when meeting and communicating effectively with a diverse range of people * Clear commitment to the team approach; able to exchange ideas and provide support for colleagues * Ability to remain calm when under pressure and employ tact and diplomacy in difficult / sensitive situations * Commitment to personal development * Proven experience of using initiative * An excellent attendance and punctuality record | √  √  √  √  √  √ |  |