

## Post Description-L3 Teaching Assistant (SEMH Specialist)

<b>Post Title:</b>	L3 Teaching Assistant	<b>Post Holder</b>	
<b>Learning Community:</b>	Whole School	<b>Reporting to:</b>	AHT - Inclusion SENDCO
<b>Liaising with:</b>	AHT (Inclusion); SENDCO Behaviour & Attendance; Welfare & Safeguarding; Teaching and Support Staff	<b>Line Managing:</b>	N/A
<b>Post Type:</b>	Fixed Term / term time plus INSET week (39 wks/yr)	<b>Salary/Grade:</b>	Band 4 pts 12

### Safer Recruitment Statement

We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post requires Enhanced Disclosure (DBS).

### Every member of staff is required to:

- Work towards and promote the vision of the school
- Support and contribute to the achievement of the School Improvement Plan
- Support and contribute to the school's responsibility for safeguarding students
- Undertake professional development activities to enhance personal development and post-performance
- To maintain high personal professional standards of attendance, punctuality, appearance, conduct and positive relations with students, parents and staff
- To be a good role model to our young people.
- Promote equality, celebrate diversity and seek to reduce disadvantage.

### Role and Responsibilities:

#### In contributing to the SEND team:

- **Professional Behaviors** Demonstrate professional behaviour appropriate to your role. This includes sustained support and promotion of the learning organisation's philosophy, culture, ethos and climate for learning, demonstrating both integrity and corporate responsibility within and beyond the learning organisation in relation to policies and decisions.
- **Policy** Contribute to the development of the policies

#### In supporting learning, you should:

- **Climate for learning** Ensure that policies in relation to effective learning are successfully implemented to ensure a secure effective learning environment is maintained.
- **Standards** Lead by example in setting and maintaining high standards, expectations and aspirations for students ensuring that they are treated with dignity and respect, that they receive appropriate guidance, support and recognition.
- **Supporting Behaviour for Learning** Ensure students show effective Behaviours for Learning.

#### Professional Standards

- To be professional, friendly and respectful towards all colleagues, and to address any concerns through proper channels
- To be professional, friendly, fair and firm with students, demonstrating the sort of politeness and respectfulness that we wish them to emulate
- To be friendly, helpful and welcoming to parents and members of the wider community visiting or making contact with the learning organisation
- To provide a good role model for students
- To develop a relationship with students which is professional, firm, fair, caring and friendly, and based upon mutual respect
- Using the Behaviour for Learning Policy, to deal with student behaviour in a manner which is appropriate to the context

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- To deal with students in a manner which conveys mutual respect
- Not to behave towards students in a manner which is aggressive, intimidating, or demeaning in any way

### **Accountability**

- In the first instance you are accountable to SENDCO and Assistant Headteacher (Inclusion) for the above role and for any additional specified responsibilities.

### **Specific Responsibilities:**

#### Support for Pupils with SEMH needs

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.

- Use specialist (curricular/learning) skills/training/experience to support and work with pupils with SEMH needs in conjunction with their bespoke timetables
- To plan, deliver and evaluate group and individual behaviour intervention programmes
- Assist with the development, implementation and monitoring of personalised provision, which include Pupil Passports and EHCPs.
- Establish productive working relationships with pupils and parents, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.
- Assist with the provision of personal care needed for students with specialised care needs (including toileting and medical care needs). Full training provided.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Occasionally supervise whole classes during the short-term absence of teacher with the primary aim of maintaining good order and to keep pupils on task set by teacher.

#### Support for the Teacher

- Work with the teacher to establish an appropriate learning environment.
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with the teacher and contributing to reviews of systems/records as requested.
- Undertake marking of pupils' work and accurately record achievement/progress.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents, or as directed.
- Administer and assess routine tests and invigilate exams/tests.
- Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc.
- Undertake planned supervision of pupils' out of school hours learning activities.
- Supervise pupils on visits, trips and out of school activities as required.

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### Support for the Curriculum

- Help pupils to access learning activities through specialist support, in particular using known evidence-based approaches to support young pupils with SEMH needs
- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Determine the need for, prepare and maintain general and specialist equipment and resources

### General points:

- The learning organisation will endeavour to make any necessary reasonable adjustments to the post and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.
- This post description is current at the date shown below, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the post which are commensurate with the salary and post title.
- This post description allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out and no part of it shall be construed.
- The conditions of appointment are in accordance with the National Joint Council's Conditions for Administrative, Professional, Clerical and Technical Staffs, as amended by the Supplemental Conditions of the Borough of Trafford for salaried staff.

<b>Postholder:</b>		<b>Date:</b>	
<b>Headteacher:</b>		<b>Date:</b>	
<b>Last reviewed:</b>	<b>March 2026</b>		