



'It's awesome at Ayresome'

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TEACHING ASSISTANT SEMH – LEVEL 3

To work primarily with children with social, emotional and mental health difficulties. The role will be to assist them to participate in the social and academic life of the school, help enable them all to become more independent learners and help to raise their standards of achievement.

DUTIES & RESPONSIBILITIES

- Work 1:1 with a pupil with Social and Emotional needs and challenging behavior
- Support the pupils with core relationships
- Assist with the care and support of pupils
- Bringing together the National Curriculum with a curriculum custom designed to address the emotional, social and behavioural needs of the children
- Improving pupil's social skills, self-awareness, confidence and skills for learning
- Creating a safe, warm and caring environment to enhance positive emotional and learning experiences
- Contribute to the health and well-being of pupils
- Establish and maintain relationships with individual pupils and groups
- Be an effective model for pupil behaviour
- Assist pupils in carrying out learning activities set by teaching staff
- Support pupils' in their individual learning and development, for example, in their acquisition of cognitive and learning skills
- Help pupils to develop their core learning skills, and thus to improve their attainment across the curriculum
- Work with pupils on individual targets set by teaching staff
- Raise the awareness of teaching staff to the strengths and difficulties of individual pupils
- Assist teaching staff in the monitoring and evaluation of pupils' progress, providing them with feedback on observations undertaken
- Assist in the assessment of individual pupils
- Assist in the monitoring of Individual Behaviour Plans and learning support plans including EHCP where appropriate.
- Raise the awareness of teaching staff to any pressures on pupils which may result in behaviour problems
- Liaise effectively with parents and carers.
- Provide support for teachers in developing effective approaches to managing behaviour
- Assist in setting behaviour targets
- Assist in reviewing learning outcomes related to Special Educational Needs
- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs

- Implement local and national learning strategies including early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of computing in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources
- 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
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Undertake planned supervision of pupils' out of school hours learning activities
- Supervise pupils on visits, trips and out of school activities as required

EXPERIENCE

- Experience of working in an SEMH school or alternative provision is recommended

QUALIFICATIONS AND TRAINING

- Level 3 or above in a relevant childcare qualification

KNOWLEDGE AND SKILLS

- A patient, caring and adaptable manner
- Ability to deliver strong classroom management skills
- Be empathetic towards pupils with behavioural, social and emotional difficulties
- Be vigilant and supportive when managing challenging behaviour
- Be flexible with your teaching styles in order to adapt to each individual.
- Liaise effectively with parents and colleagues.