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## **Social Emotional Mental Health (SEMH) Support Assistant**

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**Responsible to:** Director of Inclusion

### **OVERALL PURPOSE OF THE POST**

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The role of the SEMH Support Assistant incorporates the following criteria for working within the Academy's Inclusion Department. To support the delivery of high quality SEMH interventions within the academy.

The main role of the SEMH Support Assistant is to implement agreed work programmes with individuals/groups out of the classroom environment. You will be required to work with students who need emotional support and nurture to empower them to access the curriculum.

### **MAIN DUTIES**

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- Lead activities with individuals or small groups of students to facilitate their physical, emotional and educational development within a safe environment.
- Provide a stimulating and well-structured learning environment suitable for pupils with SEMH difficulties (The Hive/ The Beehive).
- Promote and reinforce self-esteem and encourage achievement and development in students.
- Plan and deliver interventions for students accessing additional SEMH support.
- Identify targets for students that have an identified SEMH need and receive external agency support, e/g Early Help.
- Attend meetings to discuss student progress including inclusion meetings.
- Use an appropriate range of observation, assessment and monitoring to identify strategies to support the SEMH students, feeding back to the leaders within the inclusion department.
- To encourage and motivate students and to increase their self-esteem and independence.
- To adopt a general role of care for all students.
- To support students for assessment purposes when appropriate.
- Where appropriate, to work with students in the classroom or in a withdrawal situation.
- To implement academy policies.
- To support the department in minor administrative tasks.
- To use specialist skills, training and experience to support students with SEMH needs.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all students.
- Support students consistently while recognising and responding to their individual SEMH needs within the school grounds and in a variety of other settings as required for example alternative provisions, work experience, community & enrichment activities.
- Encourage students to be 'responsible, resilient and respectful' whilst recognising their individual SEMH needs.
- Provide feedback to students and staff in relation to strategies of differentiation, support, progress and achievement.

- Build effective relationships with parents and carers sharing information regarding student's achievement, behaviour and wellbeing.

### **Additional Duties**

- To carry out duties under the direction and supervision of the Health and Mental Health Lead Practitioner.
- To be willing to adapt and be flexible in duties and approaches.
- To attend meetings as required within terms of employment.
- To conduct daily break and lunch time duties to supervise students.
- To help with the preparation of resources and equipment and other clerical duties as appropriate.
- To attend INSET sessions within the academy as required by terms of employment and further sessions for personal development.

### **Procedures and Administration**

- To keep records of work undertaken with students and with the class teacher to identify progress achieved.
- With training, to access available data to monitor student progress and achievement.
- To communicate and pass on information to the Health and Mental Health Lead Practitioner.
- With the Health and Mental Health Lead Practitioner and Director of Inclusion to understand and act upon aims, objectives and targets of both EHCP and Student Support Plans and to implement the Code of Practice.

This job description is subject to amendment, from time to time, within the terms of your conditions of employment, but only to the extent consistent with the needs of the academy, and only after consultation with you.

**All staff and senior post holders have a duty for safeguarding and promoting the welfare of young people. Staff must be aware of the Academy procedures for raising concerns about students' welfare and must report any concern to the designated officers without delay. Staff must also ensure that they attend the appropriate level of safeguarding training identified by the Academy/Trust as relevant to their role.**

**The post holder's duties must at all times be carried out in compliance with the Academy/Trust's Equality and Diversity Policy, and the postholder must take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the Academy/Trust's responsibilities under the Health and Safety Act.**

**All staff are expected to support the achievement of the Academy/Trust's mission and strategic objectives and to demonstrate its values through their behaviour.**

## Social Emotional Mental Health (SEMH) Support Assistant

*There will be various opportunities for you to demonstrate you have the necessary attributes for this role such as through completion of the application form, at interview, during any tasks and through your provided references.*

| ATTRIBUTES                           | ESSENTIAL   | DESIREABLE  |
|--------------------------------------|---|---|
| <b>Relevant Experience</b>           | <ul style="list-style-type: none"> <li>• Demonstrable experience of delivering excellent communication skills, whilst working in a busy environment.</li> </ul>   | <ul style="list-style-type: none"> <li>• Administration. Particularly in relation to, recording information, maintenance of filing systems and completing correspondence.</li> <li>• Experience of students with SEN.</li> <li>• To have an understanding or experience of young people of secondary age, within a structured setting e.g. education/youth work etc.</li> </ul> |
| <b>Education and Training</b>        | <ul style="list-style-type: none"> <li>• To be able to use ICT e.g. simple word processing.</li> <li>• Commitment to attend appropriate training and development commensurate with the post.</li> </ul>   | <ul style="list-style-type: none"> <li>• Possess literacy and numeracy qualification at GCSE grade C or above.</li> </ul>   |
| <b>Special Skills and Knowledge</b>  | <ul style="list-style-type: none"> <li>• To have good oral communication skills.</li> <li>• Knowledge of issues that might present barriers to learning and social inclusion.</li> <li>• Ability to work on own initiative if required.</li> </ul>  |   |
| <b>Personal Skills and Qualities</b> | <ul style="list-style-type: none"> <li>• Strong oral communication skills with a wide variety of audiences.</li> <li>• Good interpersonal skills - ability to deal effectively with a wide range of people at all levels.</li> <li>• Discrete and sympathetic when dealing with sensitive and confidential matters.</li> <li>• Flexible and able to adapt to change.</li> <li>• Calm and able to handle difficult situations.</li> <li>• Can inspire and motivate others to deliver their full potential and achieve goals.</li> <li>• Demonstrates honesty and integrity.</li> </ul> | <ul style="list-style-type: none"> <li>• Strong written communication skills with a wide variety of audiences.</li> </ul>   |
| <b>Additional Factors</b>            | <ul style="list-style-type: none"> <li>• Willingness to undertake a variety of tasks in the classroom as directed by the subject teacher.</li> <li>• Ability to support the Department with admin tasks.</li> <li>• Commitment to equal opportunities.</li> <li>• Flexible approach to working - the post may on occasion involve attending Academy events/open days.</li> </ul>  |   |

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|  | <ul style="list-style-type: none"><li>• Equality and Diversity - demonstrate fairness and respect in managing own behaviour and the behaviour of others.</li></ul> |  |
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