
Job Description for Learning Support Practitioner (LSP) : Social Emotional Mental Health (SEMH)

Responsible to: SENDCO
Based at: Wingfield Academy
Paid on: Band E School Support Scale

OVERALL PURPOSE OF THE POST

The learning support practitioner will work within the Learning skills Hub and will work with students who experience barriers to learning. These barriers relate to any combination of learning difficulties, behaviour difficulties, social and emotional difficulties and disabilities

The LSP will work under the SENCO, planning and delivering SEMH interventions as the principle area of responsibility, but not exclusively.

The post-holder will have a key role in working with students whose SEMH issues are a significant barrier to their progress by using strategies to help them reflect on and improve their wellbeing, behaviour and attitudes, building self-confidence and self-esteem.

They should be able to conduct diagnostic tools to identify, address, and monitor students' underlying issues. (Training can be provided.)

They may be called upon to lead or implement any reasonable activity that is required to Learning Support learners with school commensurate with the grade of the role and as directed by a member of the Learning Support Leadership Team.

The LSP will work with students in all year groups. This may also include being a 'lead worker' for a small number of students and coordinating planning, reviewing the impact of provision with parents/carers.

MAIN DUTIES

- Will plan and deliver arrange of SEMH intervention programmes to individuals and to groups of students.
- Track the impact of the SEMH intervention programmes identifying if the students require a further intervention.
- Be responsible for a key cohort of students and leading on the writing and reviewing of learning support plans for a targeted group of students.
- Mentoring, monitoring and supporting identified students
- Supporting student review meetings where appropriate
- Participating in meetings, training and other learning activities as required
- Providing specialist support for identified students
- Using diagnostic tools to identify, address, and monitor students' underlying issues. (Training can be provided.)
- Establishing constructive relationships with other colleagues to support engagement, achievement and progress of students

- Contributing to the overall ethos of the school
- Establishing constructive relationships and communications with other agencies and professionals as required within the specific role

ADDITIONAL DUTIES

- To play a full part in the life of the school community, to support its aims and objectives and to encourage staff and students to follow by your example, acting as a positive and professional role model.
- To actively identify and manage professional development commensurate with the role.
- To promote and safeguard the welfare of children and young people you are responsible for and come into contact with.
- To engage actively in the performance review process.
- To undertake some senior duties across the whole-school when required.
- To be committed to safeguarding and promoting the welfare of children, young people and/or vulnerable adults.
- To observe at all times confidentiality appropriate to the post and to work within Trust guidelines of Data Protection.
- Perform other duties as assigned by your line manager.

For new staff - Please note this job has a Probationary Period of 6 Months and a Notice Period of 1 Month.

Person Specification for Learning Support Practitioner - SEMH

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	DESIRABLE
Relevant Experience	<p>Evidence of recent experience working in education and knowledge of the barriers facing young people aged 11-16 years old</p> <p>Knowledge of evidence-based interventions that support young people to break down barriers to learning</p> <p>Ability to support students with their work and to develop programmes of work that develop confidence and self-esteem</p> <p>Experience of handling large amounts of sensitive data and upholding the principles of confidentiality.</p> <p>Demonstrable experience of delivering excellent communication skills, whilst working in a busy environment.</p> <p>Ability to foster an efficient, positive, effective environment</p> <p>Developing and sustaining positive relations with families, staff and students.</p>	A PTTLS qualification or QTS/QTLS status
Education and Training	<p>Good standard of education.</p> <p>Sound knowledge of how students learn and how to support their learning</p> <p>Evidence of continuing professional development</p>	<p>Degree level qualification</p> <p>Evidence of relevant training and/ or qualifications relating to teaching</p> <p>Has successfully undertaken Child Protection Training at Level 3</p>
Special Skills and Knowledge	<p>Commitment to student welfare and achievement.</p> <p>Good listening skills.</p> <p>Ability to work with others on difficult/delicate/ sensitive subjects.</p> <p>Ability to motivate others.</p> <p>Good time management skills.</p>	
Personal Skills and Qualities	<p>To be able to demonstrate an understanding, awareness and empathy for the needs of the students within the academy and how these could be met.</p> <p>Passion for the role and improving learner life chances.</p> <p>Confidence in working with students within 11-18 age range.</p> <p>Ability to work independently or as part of a team.</p> <p>Good communication skills.</p>	

Additional Factors	Flexibility in the approach to work and the demands of the post Work to support the aims and ethos of the school Commitment to aspire to excellence both personally and as a member of a team	
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