

CALTON

PRIMARY SCHOOL

JOB DESCRIPTION

Social, Emotional and Mental Health Learning Support Worker Grade F

1. Job purpose and scope:

- a. To support individuals or groups of pupils, including more specialised support for those with Social Emotional and Mental Health needs.
- b. In liaison with the Inclusion Leader and pastoral team, develop a holistic approach to meeting SEMH needs, enabling pupils to make good progress by working with teachers and other staff
- c. Under the instruction/guidance of the Inclusion Leader and/or other staff to enable access to learning for pupils and to assist the teaching staff in the management of pupils. Work may be carried out in the classroom or in other teaching areas
- d. To monitor progress of special needs pupils within the curriculum area and advise on strategies to support pupils' progress

2. Organisational relationships

- a. Responsible to the Inclusion Leader but works to and with the SENDCO, Phase leaders and teachers on a day to day basis according to timetable
- b. With reference to the Inclusion Leader, to liaise with teachers, other support staff, health and education specialists, parents, visitors and volunteers and appreciate/support their roles
- c. To maintain professional relationships with all staff

3. Main duties and responsibilities:

- a. Assist the school Pastoral Team and school staff to implement Social, Emotional and Mental wellbeing learning targets
- b. Plan and or follow appropriate programmes to meet the Social, Emotional and Mental wellbeing of individuals and groups of pupils
- c. Undertake and engage in activities including that of break and lunch times necessary to meet the Social, Emotional and Mental wellbeing of individuals and groups of pupils
- d. Act as a mentor to pupils with SEMH needs
- e. Assist with the development and implementation of individual Education/Behaviour/Care plans
- f. Support individual pupils using a range of de-escalation skills and where necessary physical intervention in schools (following training)
- g. Encourage pupils to interact with others and engage in activities led by teachers
- h. To help pupils develop resilience and independence, both learning in lessons and forming positive relationships with peers and staff
- i. Provide feedback to pupils in relation to progress and achievement under the direction and guidance of teachers
- j. Track the progress of SEMH interventions for individual or groups of pupils using the school's SEMH grids and report to the Inclusion Leader, SENDCO, phase leader and or class teacher where appropriate
- k. Set high expectations of conduct whilst acting as a role model



- l. Promote the inclusion and acceptance of all pupils within the classroom within the school's policies and procedures of equal opportunities
- m. In liaison with the Inclusion Leader and SENDco assist with the implementation of Medical Plans

4. Support for teachers

- a. To work with core leaders and teachers to develop differentiated resources and teaching approaches for individuals and or groups of pupils with SEMH
- b. To attend year group meetings and any related subject-based CPD
- c. Assist with planning of SEMH activities for individuals and or groups of pupils

5. Support for the curriculum

- a. In liaison with the Inclusion Leader, plan and deliver intervention programmes and any other identified group or individual learning support needs
- b. Undertake structured and agreed pastoral/learning activities programmes, adjusting activities according to pupil responses, including undertaking English and Maths programmes, recording achievement and progress and feeding back to appropriate staff
- c. In liaison with the Inclusion Leader or class teacher lead SEMH intervention programmes directly linked to pupil plans
- d. Understand and ensure appropriate organisation/use of the classroom, equipment and resources, including supporting the use of ICT in learning activities and developing pupils' competence in its use

6. General duties

- a. Accompany groups of pupils/individual pupils on school trips led by teachers
- b. Where delegated responsibility for pupils off-site under supervision of teachers ensure that full risk assessment procedures are in place
- c. Be aware and comply with policies and procedure relating to child protection, equal opportunities, health and safety and security, confidentiality and data protection, reporting all concerns to one of the named designated leaders
- d. Carry out duties with the due regard to the school's policies
- e. Participate in training and other learning activities required and to participate in appraisal and professional development
- n. To contribute to the professional development of other support staff (e.g. sharing training experience and skills)
- o. Carry out First aid duties and resourcing as required by the school and investigate/collate incidences as and when needed

Undertake other similar duties and activities that fall within the grade and role as other duties may be reasonably required by the Head Teacher