

JOB DESCRIPTION & PERSON SPECIFICATION SOCIAL EMOTIONAL MENTAL HEALTH TEACHING ASSISTANT

Grade: Grade E (Full-time, term time only)
SCP 8 £ 20,852 SEN £1,324 (pro-rata actual salary £18,764)

Cedars School is part of Cedars Academy Trust, we educate children with complex needs from EYFS to Year 9. We are seeking to appoint 3 enthusiastic, caring and reliable Teaching Assistants with experience of supporting children with autism and emotional regulation needs. These are full time positions working with a Year 3 child and a Year 5 child both with sensory, communication and emotional regulation needs. The school are looking to fill these positions for September 2023. These roles require the successful candidates to be resilient, calm, understanding and patient with the students, whilst supporting their sensory and therapeutic needs in a 1:1 or 2:1 environment (sensory room, hydro pool etc.)

The successful candidates would work closely with our Year 3 and Year 5 teaching teams and our Director of Inclusion to support the emotional regulation of the young people in their care. Our teams provide innovative and inclusive programmes where key skills are embedded within a range of practical and sensory approaches in the classroom, the outdoor environment and in our therapeutic spaces. Experience of working with children with learning difficulties and disabilities is essential, however, we do provide training and support for new members of the team. Being able to work well in a team, having a caring disposition and a commitment to understanding the learning and emotional needs of our students is essential.

What we offer:

A well-resourced environment with therapeutic facilities including a soft play space, Sensory Integration suite, Immersion Technology room, a well-equipped gym and sensory hydrotherapy pool.

Fantastic children who are eager to learn.

An opportunity to make a difference to the lives and aspirations of our amazing children and young people

A friendly and cohesive staff team

A family friendly ethos.

An organisation who values and nurtures staff wellbeing

Access to our Gym facilities

If you have the energy and enthusiasm to make a real difference, we would love to hear from you.

If you would like to know more about this opportunity, please email Michelle O'Reilly, Headteacher at michelleoreilly@cedarstrust.org.uk

Safeguarding Statement

All staff and trustees are committed to our moral and statutory responsibility to safeguard and promote the welfare of all children at Cedars Academy. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection. Our safeguarding procedures apply to all staff volunteers, visitors and trustees and are consistent with those of the Gateshead Safeguarding Children Partnership

Job Description	
The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	
Summary of the role:	<p>Support children with communication, sensory and emotional regulation needs and provide general support to class teams to support individual students.</p> <p>To plan and implement agreed support programmes for individuals or small groups, addressing the needs of students who need particular help to overcome barriers to learning and reach their potential.</p> <p>To occasionally supervise whole classes and to respond to questions and generally assist students in undertaking set activities when fulfilling this supervisory role.</p> <p>To provide a nurturing environment for children to thrive.</p> <p>A commitment to developing Relational Practice, trauma informed approaches and unconditional positive regard for children is essential to the role.</p>
Accountable to:	Senior Leadership Team
Main duties and responsibilities:	<p>Providing support for pupils by</p> <ul style="list-style-type: none"> • Using specialist (curricular/learning) skills/training/experience to support pupils • Assisting with the development and implementation of Personal Learning Plans • Attending to personal needs and implementing related personal programmes, including social, health, physical, hygiene and welfare matters • Supervising and supporting children ensuring their safety and access to learning • Establishing good relationships, acting as a role model and being aware of and responding appropriately to individual needs • Promoting the inclusion and acceptance of all children • Establishing caring and professional relationships with children, acting as a role model and setting high expectations • Supporting children consistently whilst recognising and responding to their individual needs • Supporting and encouraging children to develop strategies to manage big emotions. • Promoting independence and employ strategies to recognise and reward achievement of self-reliance • Implementing a range of learning strategies and make effective use of opportunities provided by other learning activities to support the development of relevant skills • Supporting young people with Social, Emotional or Mental Health difficulties to overcome their barriers to learning so that they can achieve <p>Providing Support within Classroom/Access to Learning Teams by</p> <ul style="list-style-type: none"> • Working with the Team Leader/Teacher to establish an appropriate learning and/or therapeutic environment • Working closely within a Classroom Team to inform planning, evaluating and adjusting programmes as appropriate

- Monitoring and evaluating pupils' responses to activities through observation and planned recording of achievement against pre-determined objectives
- Providing objective and accurate feedback and reports as required, to the class team and Director of Inclusion on progress and other matters, ensuring the availability of appropriate evidence
- Being responsible for keeping and updating records, including the daily updating of Evidence for Learning as agreed with the teacher, contributing to reviews of systems/records as requested
- Promoting positive values and attitudes, dealing promptly, and sensitively with conflict and incidents in line with established policy.
- Taking the lead occasionally if the lead teacher is absent or in meetings
- Liaising sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- Providing general clerical/admin support e.g. produce worksheets for agreed activities etc.
- Determining the need for, prepare and maintain general and specialist equipment and resources

Providing support for the Academy by

- Contributing to the overall ethos/work/aims of the school
- Working with the Leadership Team to facilitate school improvement programmes across the Academy as described in the School Improvement Plan
- Attending to the personal needs of individual students as directed by the Senior Leadership Group and completing the relevant training to do this safely
- Working as part of the team in ensuring all students are collected safely at the end of the day by school transport, parents or carers
- Playing a full and flexible role in the corporate life of the school.
- Be committed to the safeguarding and promotion of the welfare of children and young people
- Being aware of and complying with policies and procedures relating to child protection, behaviour, anti bullying, anti racism, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Being aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Setting an example to students through exemplary conduct, professional and tidy appearance, excellent time-keeping and attendance
- Establishing constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attending and participate in regular meetings
- Participating in training and other learning activities as required
- Recognising own strengths and areas of expertise and use these to advise and support others
- Providing appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Such other responsibilities allocated which are appropriate to the grade of the post

Person Specification TEACHING ASSISTANT: The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment			
	Essential These are qualities without which the Applicant could not be appointed	Desirable These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	Method of assessment
Qualifications	Good Numeracy & literacy Skills eg level 2 qualification in English and Maths GCSE Level or equivalent qualification Recent training in the use of positive handling and de-escalation strategies.	NVQ Level 3 for Teaching Assistants or equivalent qualification Full First Aid Qualification Recent training in supporting young people with Autism ICT competency and/or qualification	Production of the applicant's certificates
Experience:	Working with and supporting young people with additional needs and emotional regulation difficulties for at least two years. Working as part of a team	Working with young people in an educational setting Working with young people in an EYFS/Semi-Formal approach	Contents of the Application Form Interview Professional references
Skills	Ability to relate to pupils with a range of SEN, including social, emotional regulation difficulties. Ability to use IT effectively for learning and associated administrative duties Confident using Evidence for Learning or a willingness to learn. Adaptable and flexible towards different learner needs Ability to liaise effectively with external contacts, other staff and parents/carers Ability to inspire and motivate learners and others Ability to work effectively and positively as a team member Innovative and enthusiastic approach Evidence of strong relationships with students	Proven ability to cope with and manage change	Contents of the Application Form Interview Professional references

	<p>and a concern for their individual progress</p> <p>Positive attitude to Equal Opportunities</p> <p>Ability to communicate clearly both verbally and in writing</p> <p>Effective organisational skills</p> <p>Effective interpersonal skills</p> <p>A flexible approach to meeting the objectives of the job: solutions focused</p> <p>Professional approach at all times</p>		
Knowledge	<p>Sound understanding of child development and learning</p> <p>Knowledge of methods of working with pupils with SEN, emotional, behavioural or social/communication disorders</p> <p>Considered understanding of the principles of child development and learning processes</p>	<p>Understanding of relevant learning strategies</p> <p>General understanding of national/foundation stage curriculum, formal and semi-formal curriculum aims and other basic learning programmes / strategies</p>	<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>
Personal competencies and qualities	<p>Motivation to work with children and young people with SEN, including emotional, behavioural and social communication disorders</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people</p> <p>Proven success and emotional resilience in working with children with complex emotional and regulation needs.</p> <p>Good timekeeping and reliability</p> <p>Good attendance record</p> <p>A sense of humour</p>	<p>Motivated to support the extra-curricular and enrichment work of the Academy</p>	<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>
Other Requirements post job offer	<p>Valid work permit and DBS clearances</p> <p>Able to fulfil the Occupational Health requirements for the post</p> <p>Appropriate Job References</p>		<p>DBS Clearance</p> <p>DBS Clearance</p> <p>DBS Clearance</p> <p>Work permit</p> <p>Valid documentation</p> <p>Occupational Health questionnaire</p> <p>2 satisfactory references</p>

COMPLETED APPLICATION FORMS SHOULD BE FORWARDED TO: **Michelle O'Reilly, Headteacher (School)**
michelleoreilly@cedarstrust.org.uk

This Job Description is a general outline of the post as it is currently perceived by Cedars Academy. It is not intended to be restrictive or definitive.

Each member of staff will have an individual work plan agreed with them following appointment to the post, which is aligned to the organisation's strategic plan.

The responsibilities of the post may change in line with continuous improvements as Cedars Academy aims to meet its vision and best respond to the needs of disabled people accessing our services.

This job description will be reviewed annually (and may be reviewed at any other time) and if necessary other duties at no higher level of responsibility may be interchanged with/added to this list as required following consultation between the post holder and the head teacher.

This job description has been agreed by:

Name: (Signed)

Name: (Headteacher) (Signed)

Date:

CEDARS ACADEMY IS AN EQUAL OPPORTUNITIES EMPLOYER

MO July 23