



## **Job Profile**

### **Specialist Behaviour Teaching Assistant**

### **Grade G +SSA**

**Group:** Care Wellbeing & Learning  
**Service:** Learning & Schools  
**Location:** Dryden Centre  
**Line Manager:** Team Leader Behaviour  
**Car User Status:** Casual

#### **Job Purpose**

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision providing support in addressing the needs of children with social, emotional and mental health difficulties. This may involve assisting the Specialist Teacher for Behaviour in planning, preparing and delivering learning activities for individuals/groups and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development. Under the direction and guidance of the Specialist Teacher for Behaviour the post holder will be responsible for the management and development of social, emotional and mental health development within the school/settings

#### **The key roles of this post will include:**

1. To work with identified children and young people in order to help overcome barriers to learning as a result of their social, emotional and mental health difficulties.
2. To work in collaboration with the Specialist Teacher for Behaviour in developing and implementing specialist Learning Plans.
3. To plan and deliver learning activities to children and young people, differentiating and modifying specialist activities and strategies according to children or young people's responses/needs.
4. To inform, develop and enhance the practice of school and setting support staff, in relation to meeting the behaviour, social, emotional and mental health needs to secure effective learning.
5. To organise and manage appropriate learning environment, strategies and resources in order to support effective access to learning.
6. To establish productive working relationships with children and young people, challenge and motivate them, promote and reinforce self-esteem, act as a role model and set high expectations.
7. To support children and young people, in or out of the classroom, in order to achieve learning plan targets. This could be through one to one, as a group, or in-class intervention.

8. To provide feedback (verbal/written or both) to children and young people in relation to their progress, achievement, and behaviour.
9. To maintain effective internal and external relationships in order to assist in the co-ordination of the requirements of children and young people with, social, emotional and mental health needs and their families.
10. To work within a multi-agency framework to support inclusion and access in accordance with the relevant legislation, guidance and local policies.
11. To maintain all records required by schools, settings and Primary Behaviour Support in order to enable monitoring of quality, delivery and outcomes.
12. To select and prepare ICT and resources to support access to learning activities that meet children and young people's individual needs.
13. To monitor and advise on the appropriate use of specialist social, emotional and mental health strategies
14. To make a positive contribution towards improving behaviour.
15. To engage with the annual review process for individual children and young people in order to report on progress and inform future targets.
16. To assist in the delivery of training and development opportunities.
17. To support the role of parents in children and young people's learning and contribute to meetings with parents in order to provide constructive feedback on progress/achievement.
18. To undertake continuous professional development, in order to build individual and team flexibility to respond to service demand.
19. To undertake training relevant to the role.
20. To adhere to the policies and overall ethos of each school and setting worked in.
21. To understand, attend appropriate training and operate in accordance with safeguarding and child protection requirements.
22. To conduct, as required, any other tasks deemed appropriate to the post.
23. To attend and contribute to team and whole service meetings as required.
24. To undertake any other duties commensurate with the grade of post as directed by the Head of Service



## Knowledge & Qualifications

### Essential:

#### Knowledge

- Understanding of the impact of social, emotional and mental health issues upon aspects of learning and language development and access to the curriculum
- Knowledge and understanding of a range of strategies and approaches to managing and helping children with social, emotional and mental health issues
- Good understanding of the principles of child development, learning processes and barriers to learning
- Working knowledge of national/early years curriculum and other learning programmes and strategies including Transition to Secondary
- The effective use of ICT to support learning – computer, video, photocopier and electronic record keeping
- Excellent Literacy and communication skills – can write comprehensive and detailed reports, notes and plans. Communicate well orally

#### Experience

- Working with children with social, emotional and mental health needs of relevant age supporting their access and inclusion
- Devising/planning and delivering successful 1:1 and group activities specifically to help primary aged children in areas of behavioural, social, emotional and mental health issues
- Successfully working independently and as part of a team in relevant areas
- Using de-escalation strategies with Primary aged children with social, emotional and mental health issues

#### Qualifications

- Meet the Higher-Level Teaching Assistants Standards or equivalent qualification
- Full driving license and access to a car or means to mobility support
- Training in relevant specialist skills

### Desirable:

#### Knowledge

- Ability to extend desirable learning outcomes to suit individual children and young people
- Relevant legislation/codes of practice relating to safeguarding children and young people

#### Experience

- Clerical duties, report writing
- Coaching and modelling to other staff
- Reception aged pupils and across the primary age range with social, emotional and mental health difficulties
- Working in both mainstream and specialist (SEMH) provisions

#### Qualifications

- Team Teach



## Competencies

<b>Customer Focus</b>	Puts the customer first and provides excellent service to both internal and external customers
<b>Communication</b>	Uses appropriate methods to express information in a clear and concise way to make sure people understand
<b>Team Working</b>	Works with others to achieve results and develop good working relationships
<b>Making things happen</b>	Takes responsibility for personal organisation and achieving results
<b>Flexibility</b>	Adapts to change and works effectively in a variety of situations
<b>Learning and Development</b>	Actively improves by developing and applying new skills and knowledge and learns from past experiences