Oxton St Saviour's CE Aided Primary School			
Designation of Post	**Teaching Assistant Level 2 (SEMH Specialist)**	**TA2**	Post No
Responsible to	Accountable through the Class Teachers to the Special Educational Needs Coordinator (SENDCo) and the Senior Leadership Team (SLT).		

Core Purpose of the Role

Guided by our school vision to **"Love the Lord your God with all your heart, with all your soul, with all your mind, and with all your strength; and love your neighbour as yourself,"** the SEMH Teaching Assistant plays a vital role in nurturing the 'whole child'—academically, emotionally, and spiritually. Working dynamically across different classrooms and key stages to lower barriers to learning, you will put this vision into practice daily. Under the guidance of teaching staff and the SENDCo, you will provide high-quality care, behavioural support, and targeted emotional interventions that reflect our commitment to loving and supporting our neighbours within the school community.
Your role is fluid and responsive, ensuring that individual pupils and small groups who require social, emotional, and mental health support are empowered to feel safe, valued, and ready to learn with all their heart, mind, and strength.

Specific Duties and Responsibilities

1. Compassionate Support for Pupils & SEMH Development

- **Nurturing the Whole Child:** Maintain a safe, secure, and encouraging environment that supports the emotional, social, and academic development of vulnerable learners.
- **Targeted Interventions:** Confidently lead individuals or small groups away from the main teaching area to deliver tailored SEMH interventions, nurture provision, or emotional regulation strategies.
- **Understanding Specific Needs:** Develop a deep, intuitive understanding of individual pupil profiles, recognising that behaviour is communication, to help them learn self-regulation and engage effectively with the curriculum.
- **Promoting True Inclusion:** Focus closely on vulnerable children within group settings, actively scaffolding social interactions and encouraging positive communication with their peers.
- **Dignity and Personal Care:** Actively encourage good personal hygiene and assist with self-help skills when required, ensuring the child's dignity is maintained at all times.

2. Dynamic Collaboration with Teachers

- **Adaptive Strategy Implementation:** Work in close harmony with class teachers and the SENDCo to implement Individual Education and Health Care Plans (EHCPs), feeding back on emotional triggers, progress, and milestones.
- **Classroom Integration:** Assist teachers in managing classroom dynamics constructively, using proactive, positive behaviour strategies that align with school policy to promote pupil autonomy and self-control.
- **Learning Environment Readiness:** Help prepare, organise, and maintain specialised resources or quiet zones designed to de-escalate anxiety and support sensory needs.
- **Communication and Record Keeping:** Maintain objective, accurate records of pupil progress during interventions and share relevant insights with the school team or parents as directed.

3. Support for the Whole School Family & Ethos

- **Embodying the Vision:** Act as a proud, proactive member of the school team, embedding our theologically rooted ethos of respect, trust, and community into daily practice.

- **Supervision and Safety:** Contribute to the safety and well-being of the wider school community by assisting with pupil supervision during break times, lunchtimes, and educational visits.
- **Unwavering Professionalism:** Treat all information regarding pupils and families with absolute confidentiality. Maintain an expert awareness of school safeguarding procedures (KCSIE) as the foundation of our care.
- **Professional Growth:** Actively participate in staff meetings, multi-agency consultations, and professional development sessions to continuously update your knowledge of SEMH practices.

4. Curriculum Access & Solution-Focused Support

- **Breaking Down Barriers:** Modify and explain instructions or tasks to ensure children experiencing emotional distress can access learning strategies confidently.
- **Digital and Creative Tools:** Support pupils in using basic ICT, specialised applications, or creative mediums to express their feelings and demonstrate their learning independently.
- **Resource Management:** Set out, organise, and maintain pastoral and outdoor learning equipment safely to facilitate active, therapeutic play.

General Clause

The Teaching Assistant may be called upon to perform other duties that the Headteacher considers reasonable, that are commensurate with the grading and designation of the post.

Issued by: Louise Grant-Jones

Date: October 2026