

# The Pioneer Academy

## Learning Engagement and SEMH Leader

### Job purpose including main duties and responsibilities

#### Main objectives of the post

The Learning Engagement and SEMH Leader will provide a complementary service to SLT, teachers and other staff, taking a lead across the school in supporting the needs of children who require assistance in overcoming a variety of barriers in order to achieve their full potential, or to successfully access the curriculum. They will explicitly teach children and support all staff with the implementation of strategies to support self-regulation, social and communication skills and SEMH within the classroom

The Learning Engagement and SEMH Leader will work with children whose barriers to learning have significant impact upon their attainment. This will include a range of pupils, but priority given to those who need the most help, especially those experiencing multiple disadvantages including:

- Children with identified SEMH concerns
- Children who present distressed behaviours
- Children with social and communication difficulties

#### Key Accountabilities

1. The Learning Engagement and SEMH Leader will work with children in class, on a one-to-one basis or in groups as required, acting as a:
  - a. Listener
  - b. Facilitator for learning
  - c. Encourager
  - d. Motivator
  - e. Role model
2. Work in partnership with the family worker, inclusion team and senior leaders to investigate, coordinate, deliver and monitor suitable programmes of work and interventions to support self-regulation, social and communication skills and SEMH concerns across the school, ensuring appropriate records are maintained.
3. Support a clear and soundly based educational vision, ethos and direction that promotes and support pupil's learning and their spiritual, moral, social and cultural development.
4. Support targeted children to ensure successful transition at key points within the school day and participation in mainstream learning.

5. To assist with the delivery of nurture groups if required.
6. Meet as arranged and / or as necessary with the class teachers, inclusion team and senior leaders to ensure successful strategies are in place across the school to support a trauma informed culture.
7. To undertake relevant training and attend professional development meetings in line with TPA policy, the school development plan and requirements of the role.

## Teaching and learning

1. As agreed with the inclusion team and senior leaders, to be responsible for assessing and evaluating the activities of designated children and keeping appropriate records in line with school procedures.
2. To ensure that a high standard of physical and emotional care for all children is maintained.
3. Work within the inclusion team and with other senior leaders in driving a continuous and consistent partnership-wide focus on pupils' educational and emotional achievement, using agreed benchmarks to monitor progress.
4. Maintain creative, responsive and effective approaches to supporting self-regulation, social and communication skills and SEMH.
5. Promote a culture and ethos of challenge and support where pupils can achieve success and develop their emotional literacy.
6. Work productively as part of the school inclusion team.
7. Be aware of, support difference, and ensure all pupils have equal access to opportunities to learn and develop.
8. Deliver break time and out of school learning activities within guidelines established by the school.
9. Work with the SENDCo to assess the needs of pupils and use detailed knowledge and specialist skills to prepare, plan and deliver agreed interventions to support pupils' social and communication, self-regulation and SEMH needs by ensuring the children have:
  - Awareness of their own and other people's emotions
  - A range of social vocabulary and skills
  - Strategies for managing stress, conflict and grief
  - Good self-esteem
10. Establish productive working relationships with pupils, acting as a role model and setting high expectations.
11. Promote the inclusion and acceptance of all pupils within the classrooms.

12. Support pupils consistently whilst recognising and responding to their individual needs.
13. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
14. Promote independence and employ strategies to recognise and reward achievement of self-reliance.
15. Following agreed protocol, provide feedback to pupils in relation to their progress towards agreed targets.
16. Help plan and support the reintegration of pupils after extended absence or exclusion.

## **Working within the organisation**

1. Ensure all pupils are motivated to achieve their SEMH and learning targets.
2. Help to create an inspiring, safe and professional work environment consistent with the school's values and mantra.
3. Have a clear understanding and follow safeguarding procedures appropriately.
4. Support effective relationships and communications, which underpin a professional learning community that enables everyone in the school to achieve.
5. Use and integrate a range of technologies effectively to assist learning.
6. To undertake any duties reasonably delegated by senior leaders.
7. To undertake relevant training and professional development in line with the school development plan and the specific needs of the role.
8. Plan and provide suitable activities at lunchtimes to support identified children.

## **Securing accountability**

1. Promote and protect the health and safety of all pupils and staff.
2. Promote safeguarding and the welfare of all pupils within the school.
3. To deal with challenging behaviour with a calm and restorative focus.
4. To follow the Academy's Behaviour Policy as agreed by staff and governors to ensure good conduct and behaviour of all the children in school.

## **Strengthening community**

1. Support a clear and rigorous expectation to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
2. Promote positive strategies for challenging racial and other prejudice.
3. Support a range of community-based learning experiences.
4. Support the Head teacher in building a school culture that takes account of and embraces the richness and diversity within each school's community.
5. Work with the school community to support policies and practice, which promote inclusion, equality and the extended services that the school offers.

### **Accountability in each school and the partnership**

1. Support the development of an organisation in which all staff recognise that they are accountable for the success of the school.

## Person Specification

Qualifications & Education	E/D	Stage
5 GCSEs or equivalent at Grade C or above (to include English and Mathematics)	E	AF, C
Evidence of continuous professional development	E	AF, I
First Aid Qualification	D	AF, C
Qualification at least L3 NVQ in education related studies	D	AF, C
Relevant SEMH qualifications	D	AF, C
Degree in a relevant subject	D	AF, C

Experience, Knowledge and Skills	E/D	Stage
Has worked with young people and families	E	AF, I, R
Has worked in a school setting	D	AF, I
Can use effective, non-confrontational strategies to manage behaviour	E	AF, I
Is able to support children with SEND and SEMH issues	E	AF, I
Demonstrable success in raising standards and meeting challenging targets	E	AF, I, R
Is able to contribute to the planning of, deliver and evaluate support in class and in intervention programmes	E	AF, I, R
Is able to use data systems to monitor and track pupil progress and identify areas of focus	D	AF, I
Has an understanding of how to create an environment of high expectations	E	AF, I, R
Has an understanding of safeguarding in education	E	AF, I
Has knowledge of child learning styles and behaviours	E	AF, I
Proven ability to manage a demanding workload and work under pressure with conflicting demands	E	AF, I, R
An ability to communicate with children and adults, overcoming barriers where necessary	E	AF, I, R
An ability to implement the academy's behaviour policy	E	AF, I
A good understanding of the Primary Curriculum, specifically PHSE	E	AF, I
Has experience of working in collaboration and partnership with others	D	AF, I, R
A knowledge of how to create and use resources effectively to support learning	E	AF, I

Personal Attributes	E/D	Stage
Resilient, flexible and open to change	E	AF, I, R
An ability to stay calm under pressure	E	AF, I
An ability to think strategically and creatively	E	AF, I
An ability to solve problems within the framework of the policies in the academy	E	AF, I
Excellent communication skills (written, oral and presentation)	E	AF, I
A commitment to safeguarding and promoting the wellbeing of children	E	AF, I
Ability to contribute and work as part of a team	E	AF, I, R
Professional, honest and loyal	E	AF, I, R
A commitment to improving the learning, wellbeing and safety of pupils	E	AF, I
A commitment to equality and inclusion	E	AF, I
An ability to build and maintain purposeful relationships	E	AF, I, R
Open to training to improve professional practice	E	AF, I

Special Requirements	E/D	Stage
Be able and willing to work outside normal hours, if required, in order to meet the demands of the role	E	AF, I
Suitability to work with children	E	D

#### KEY

E/D Essential or Desirable  
 AF Application Form  
 C Certificate  
 I Interview  
 R Reference  
 D Disclosure