

Resource Base Facilitator - Social, Emotional and Mental Health (SEMH)

Responsible to: Inclusion Lead
Salary range: NJC Scale 4, spine points 7-10
(Actual gross salary: £24,968 to £26,122 based on interview assessment)
Contract type: Term Time Only and 12 months fixed term contract
Start date: 4 November 2024
Deadline to apply: 12 Noon, 16 October 2024
Interview date: Planned for Week Beginning 21 October 2024

DUNRAVEN EDUCATIONAL TRUST OVERVIEW

Dunraven Educational Trust was established in 2016. It now incorporates Dunraven's All-Through School, Van Gogh Primary, Goldfinch Primary, Rosendale School and The Elmgreen Secondary School. DET is a trust committed to one overarching aim: excellence for and from everyone. This is an expectation for both the children and adults in a school community. It is achieved in a variety of ways according to the context of each school but within the clear framework established by the Trust.

We want an educational experience which provides excellence for - and expects it from - everyone.

We know that this is best achieved in a school where:

- the offer is broad, balanced, inclusive, enriching and effective in meeting the needs of young people;
- staff and students are supported and challenged to be the best versions of themselves;
- relationships are positive, well established and healthy;
- practice is based on evidence and underpinned by the notion that 'we can always do better'.

We are clear that this supports the development of children and young people (and adults) who are: resilient, courteous, optimistic, hardworking, self-disciplined, enthusiastic and creative.

MAIN PURPOSE

This is an exciting post offering a unique opportunity to become part of the development of Van Gogh Primary, which opened in September 2018. This is a two form entry primary school.

We are seeking a fully qualified and passionate individual to be part of an education team where each member uses their relevant skills to ensure the efficient running of the SEMH Resource Base in the school. The team will provide high quality education and care in a stimulating environment, in the context of the school.



JOB DESCRIPTION

OVERALL RESPONSIBILITY

To work under the guidance of Inclusion Lead to provide a programme of support, offering bespoke work, care and support to enable access to learning for students with Social, Emotional and Mental Health challenges. To work collaboratively with students and families to promote positive behaviours for learning and to help students resolve and overcome personal challenges that hinder them from accessing mainstream teaching and learning.

MAIN RESPONSIBILITIES AND DUTIES

Support for Students

- Supervise and provide particular support for students identified on the Special Educational Needs Register, ensuring their access to learning activities
- Assist with the development and implementation of Behaviour Plans / Pastoral Support Plans
- Establish constructive relationships with students and interact with them according to individual needs
- Promote the inclusion and acceptance of all students
- Encourage students to interact with others and engage in activities led by yourself or others
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to students in relation to progress and achievement under guidance of the Inclusion Lead
- Support students where necessary in unstructured times such as break and lunch time
- To participate in providing extracurricular activities
- To work with external agencies in supporting students with SEMH
- To provide 1:1 or group sessions for students with SEMH according to their learning and needs

Support for Inclusion Lead

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lessons and interventions
- Use strategies, in liaison with the Inclusion Lead, to support students to achieve learning goals
- Assist with the planning of learning activities
- Monitor students' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to Inclusion Lead and relevant key staff on student's achievement, progress, problems etc. Promote good student behaviour, dealing promptly with conflict and incidents and encourage students to take responsibility for their

own behaviour

- Establish constructive relationships with families

Support for the Curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to students needs
- Undertake programmes linked to local and national learning strategies, recording achievement and progress
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use
- Working with the subject specialist producing differentiated learning materials matched to the needs of the students on the SEN register.
- Deliver interventions and / or 1:1 sessions as timetabled by the Inclusion Lead.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of students out of lesson times, including before and after school as agreed, and break and lunchtime
- Accompany teaching staff and students on visits and out of school activities as required and take responsibility for a group under the supervision teaching staff

General

- To unequivocally support and promote the values and ethos of Van Gogh Primary
- To have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and Trust.
- To implement the Trust Equal Opportunities Policy and work actively to overcome discrimination on the grounds of race, gender, disability, sexuality or status in the Trust's service
- To take responsibility, appropriate to the post, for tackling racism and promoting good race, ethnic and community relations
- To be aware of the responsibilities under Data Protection Legislation for the security, accuracy and significance of the personal data held in the schools systems
- To undertake such duties as required to meet the needs of the service.

PERSON SPECIFICATION

Before completing your application form, please read the person specification and job description carefully. In your supporting statement you should demonstrate how your qualifications, skills and knowledge match the requirements for the post.

Qualifications, Skills and Experience

Essential

- GCSE Maths and English Grade C or above or equivalent NVQ Level 2
- Experience of and interest in working with students with Social, Emotional and Mental Health issues
- Qualifications in, or willingness to work toward accreditation of, working with students with Social, Emotional and Mental Health issues
- Evidence of Level 4 award in SEMH or commitment to undertake the Level 4 award in SEMH within 6 months of starting this new post.
- Excellent communication skills
- Excellent interpersonal skills including the ability to handle situations with tact and sensitivity involving staff and students
- Excellent behaviour management skills
- Ability to manage and prioritise workload
- Effective use of ICT to support learning
- Understanding of relevant policies/codes of practice and awareness of relevant legislation
- Demonstrate a commitment to diversity and inclusion

General

- General understanding of national curriculum and other basic learning programmes/strategies
- Basic understanding of child development and learning
- Ability to identify learning needs
- Ability to scaffold work, in particular in English and Maths
- Display a commitment and an ability to contribute to the protection and safeguarding of children and young people
- Work as part of a team
- Demonstrate personal integrity
- Work to support the aims and ethos of the school
- Flexibility in the approach to work and the demands of the post
- Willingness to undertake professional development.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.