

JOB DESCRIPTION

Job Title: School Standards & Improvement Partner SEMH

Reporting to: Trust Strategic Lead for Vulnerable Pupils & Inclusive Practice

Grade: L8 - I2

Employee Values

The post holder will be expected to operate in line with our employee values which are:

- Ambition without limit
- We break down barriers
- We turn our best into normal
- Every interaction counts
- We are a family

Overall purpose of the post:

- To advocate for children with social, emotional and mental health (SEMH) needs and their families in order to ensure full inclusivity across our Family of Schools.
- To provide direct support to our schools and families with SEMH children aged 3-18 by developing and advising on the implementation of support programmes and ensuring the implementation of direct support plans to enable the children to maximise their potential.
- To observe, analyse and review the progress of SEMH children across the Trust.
- To advise, guide and instruct other professionals on intervention strategies to challenge and support them in raising standards of inclusive practice.

Main duties and responsibilities:

Working with the support and guidance of the Trust Strategic Lead for Vulnerable Pupils and Inclusive Practice and within the vision and values of the Trust in order to:

- Support school leaders to develop sustainable strategies for working with the most vulnerable SEMH learners.
- To provide guidance and instruction to teaching and support staff on work/care/support programmes to enable access to learning for pupils that assist in the management of children and young people, and engagement of SEMH pupils in the classroom.

- To promote the philosophy/vision of the Trust, whereby communication is viewed as central to the culture of the organisation.
- Develop understanding of SEMH across the trust and support schools to develop strategies and pedagogies that support good progress for SEMH learners.
- Support schools to develop their quality assurance processes for the identification of SEMH and the implementation of relevant strategies and support materials.
- Be a role model for leaders and support staff in terms of compassionate consistency.
- Design and deliver an induction programme to new support staff.
- Design and deliver school-based and Trust-wide training e.g. de-escalation techniques, relational practice.
- Lead and deliver intensive SEMH intervention support at identified schools.
- Ensure inclusive and effective provision for pupils who struggle with self-regulation.
- Advise and provide operational support with assessing pupils who present with SEMH.
- Assist the academies to safeguard children and young people through joint working with other agencies, supporting academy staff at meetings as appropriate.
- To review all practices, policies and procedures and advise the executive team on amendments to support inclusive practice.
- Establish effective partnerships with relevant professional organisations and networks and encourage the participation of leaders and teachers where this will lead to improved outcomes for pupils.
- To design and deliver programmes of study which support literacy, numeracy, and other skills for SEMH children
- To design and deliver time limited and monitored interventions modelling appropriate techniques and strategies to promote the educational and social inclusion of pupils with SEMH. This will include an expectation for the role to be based at least one day in the classroom, providing open classroom opportunities to demonstrate best practice.
- To analyse the impact of intervention packages and the progress of SEMH children across the Trust.
- To actively produce, implement, and evaluate practical resources and strategies to support a child's/young person's communication and thinking and access to the social and academic curriculum
- Source and support schools to deliver accredited training packages for research driven interventions to support SEMH learners.

Additional Responsibilities

- Carry out other tasks, commensurate with the seniority of the post, which will be allocated over the duration of the contract of employment.

- Participate fully in the Trust's briefing and INSET system and team, professional and personal development activities and promote a commitment to continuous development and improvement.
- Participate fully in the Trust's performance management process and work to achieve agreed set objectives.
- Undertake mandatory training on child safeguarding and data security, ensuring that you understand how to identify and report safeguarding concerns.

POLICIES AND EXPECTED STANDARDS

The post holder is required to familiarise themselves with all Trust policies and procedures and to comply with these at all times (the post holder will be expected to influence and develop the Trust policies as directed by the Chief Executive). The Code of Conduct for Employees in particular sets out what you as a post holder are required to follow at all times and you should study this carefully. Failure to comply with any of the Trust's policies may result in disciplinary action up to and including dismissal.

Outwood Grange Academies Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS and safeguarding training, as required under the latest version of Keeping Children Safe in Education. Staff have a duty to recognise and report any concerns they have about the safety or welfare of a child to the relevant and qualified individual within the organisation. The post holder will also be required to undertake Safer Recruitment Training.

All staff must have an understanding of their responsibilities in relation to being accountable for knowing who is in and has access to their area of work and the security of information. Staff must recognise the need to challenge appropriately and understand their duty of care relevant to their position within the organisation. Staff must be familiar with and understand the correct reporting process where there has been a potential breach.

Special Features

- The post will require travel between academies;
- The academies allocated to the postholder may vary under the direction of the Chief Executive.

Personal Contacts

External: Contractors, suppliers, parents, external agency professionals, government and local authority staff, other staff from academies and schools.

Internal: Pupils, staff, Board and Academy Council members, parents and any other visitors to the Academy.

PERSON SPECIFICATION

Job Title: School Standards & Improvement Partner SEMH

Qualifications	Essential	Desirable
Degree	✓	
High degree of professional knowledge regarding children with SEMH and the SEMH system, with a high level, demonstrable understanding of the SEND code of practice and legislation relating to SEND, Education and Children and families e.g. 1989 Children Act etc.	✓	
Experience		
Extensive experience in an educational and/or health setting, working with SEMH	✓	
An understanding both of national performance measures for schools and the Ofsted framework for inspections and experience in using these to drive forward significant improvements		✓
Skills		
Knowledge and understanding of the expectations within all phases and the National Curriculum relating to the relevant specialist area		✓
An understanding of the needs of children within the relevant specialist area	✓	
A strong knowledge of the SEND legislation and a sound understanding of best practice with regard to inclusion and pastoral care.	✓	
Knowledge of the difficulties experienced by children within the specialist area and strategies / interventions that can be used to support them in educational settings	✓	
Ability to organise work effectively, prioritising and managing time, working under pressure to meet deadlines and setting of personal goals	✓	
Commitment to effective and inclusive educational practice and a willingness to respond to the learning needs of all pupils	✓	
Sensitivity to the needs of the parents, pupils and other professionals	✓	

Ability to build effective working relationships with staff and other stakeholders	✓	
Awareness of and an ability to foster effective working relationships with local and national organisations that can provide support for our children and families	✓	
An ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes using a range of sources	✓	
Other		
Effective communication and interpersonal skills	✓	
A commitment to getting the best outcomes for all children and young people and promoting the ethos and values of the Trust	✓	
Designing and delivering staff training and promoting professional development of other staff	✓	
Translates the Trust strategy to employees at all levels to enable them to understand and engage.	✓	
Values		
<p>Ability to demonstrate, understand and apply our employee values. These are embedded in all roles and applicants must evidence these values as part of the application process:</p> <ul style="list-style-type: none"> ● Ambition without limit ● We break down barriers ● We turn our best into normal ● Every interaction counts ● We are a family 	✓	