



Star

STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

SOCIAL, EMOTIONAL AND MENTAL HEALTH IN-SCHOOL INCLUSION PROVISION CO-ORDINATOR

JOB DESCRIPTION

JOB PURPOSE

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

JOB SUMMARY

1. Work under the guidance of SLT link and the SENDCo and within an agreed system of supervision.
2. Develop and implement systems which enable positive behaviour change and improves attitude to learning.
3. Co-ordinate the protocols and routines for students within the In-school Inclusion Provision to ensure a calm and orderly environment to learn.
4. Review individual pupil provision on a daily/weekly basis with the goal of supporting pupils to transition into an increasing number of mainstream lessons.
5. Co-ordinate a team of practitioners that provides outstanding support to enable students with SEMH and other learning difficulties to play a full and active part in the life of the In-School Inclusion Provision and to make outstanding progress in their learning.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1 Support for Pupils

- 1.1 Provide support to named pupils with SEMH difficulties within the In School Inclusion Provision.
- 1.2 Oversee the provision of a soft landing at the beginning of each day.
- 1.3 Create a calm environment and support pupils to gain confidence in self-regulating.
- 1.4 Use specialist (de-escalation / curricular/ learning/ skills/ training/ experience to guide SEMH Practitioners in how best to support pupils.
- 1.5 Assist the SENDCo and SLT Link with the development and implementation of Individual Personalised Timetables for specific pupils.
- 1.6 Establish productive working relationships with pupils, acting as a role model and setting appropriate/ high expectations amongst all staff.
- 1.7 Promote the inclusion and acceptance of all pupils, whilst supporting pupils consistently, recognizing and responding to individual needs.

- 1.8 Promote independence and employ strategies to recognise and reward achievement of self-regulation.
- 1.9 Oversee the provision of feedback to pupils in relation to progress, achievement, behaviour and attendance.
- 1.10 Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning within the classroom , in small groups and/or one to one.
- 1.11 Co-ordinate one to one counselling/intervention for pupils.
- 1.12 Liaise with SLT, SENDCo and Pastoral Staff regarding such support.
- 1.13 Work with teachers to secure outstanding progress in all subjects for all pupils accessing additional provision.
- 1.14 Work towards pupil's appropriate/named needs being met whilst provide advice to assist in their social, emotional, mental health and hygiene development.
- 1.15 Oversee the adapting or modifying of materials and resources to ensure full access to a broad and balanced curriculum.
- 1.16 Lead the effective transfer of pupils across pathways/ integration of commissioned places.
- 1.17 Develop a positive relationship with students and promote self-esteem and independence.
- 1.18 Oversee and deliver individual and/or small group intervention and monitor the outcomes of this intervention to inform next steps.
- 1.19 Provide feedback to targeted pupils on their progress and attainment.
- 1.20 Follow the Behaviour policy to manage pupil behaviour constructively, whilst promoting self-control, restorative practices and de-escalation.
- 1.21 Facilitate the recording and reporting of each pupil each day.
- 1.22 Lead on planning of opportunities for pupils to learn in out-of-school contexts in line with school policies and procedures.
- 1.23 Ensure regular contact with parents is taking place, daily or weekly, to feedback on achievements and behaviour throughout the week.
- 1.24 Liaise sensitively and effectively lead meetings with parents and carers, providing constructive feedback on pupil progress, attainment, attendance and behaviour.

2 Support for Teachers

- 2.1 Work with all teachers and support staff to establish a calm learning environment and endure that planning is appropriate to the needs of all pupils accessing the provision.
- 2.2 Liaise with the SENDCO and Specialist Staff (e.g. Occupational Therapist or Speech and Language Service) as requested to contribute to the development, monitoring and reviewing of pupils Star Maps and Personalised Pupil plans.
- 2.3 Be responsible for maintaining and updating records as agreed with school leaders and contributing to the reporting systems as required.
- 2.4 Provide information to teachers and other support staff on the most effective methods of provision and intervention for pupils with learning needs.
- 2.5 Assist in pupil supervision and management of pupil behaviour, in line with school procedures.
- 2.6 Lead meetings with parents and carers, external agencies and provide constructive feedback on student progress, attainment, attendance and behaviour.

- 2.7 Under the direction of the SENDCO, lead your team in contributing to student profiling of SEND by carrying out a range of tests including, Boxall Profiles, , spelling and reading tests.
- 2.8 Establish constructive relationships with parents and carers, exchanging information, facilitating their support for their child's attendance, access and learning. Therefore, supporting the home to school links.
- 2.9 Attend specific training as and when requested by the SENDCO/SLT Link.
- 2.10 Lead student supervision and management of student behaviour, in line with school procedures.
- 2.11 Create and maintain a calm, purposeful and orderly, productive working environment.
- 2.12 Provide clerical/admin support e.g. dealing with a correspondence, compilation/analysis/reporting on attendance, exclusions etc, co-ordinating the making of daily phone calls with updates on pupil progress.

3 Support for the School

- 3.1 Attend specific weekly CPD training as and when requested by SLT Link.
- 3.2 Be the operational lead for SEND within the In-school Inclusion Provision base.
- 3.3 Manage SEMH ISIP Practitioners and support their induction and professional development.
- 3.4 Develop and ensure compliance with policies and procedures relating to child protection, health, safeguarding, confidentiality and data protection, reporting all concerns to the appropriate person.
- 3.5 Support and guide other support assistants' work in the classroom when required.
- 3.6 Support the maintenance and enhancement of the school's ethos and mission through their own outstanding professional conduct and high expectations of others.
- 3.7 Lead in creating a culture in which effective learning can take place.
- 3.8 Ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- 3.9 Lead meetings of SEMH ISIP Practitioners, communicate information to staff and co-ordinate resulting action.
- 3.10 Work within school policies and procedures.
- 3.11 Attend and participate in individual and team meetings as required.
- 3.12 Undertake personal development and improve own practice through training, observation, evaluation and discussion with colleagues including performance management and use this to support others.
- 3.13 Undertake planned provision for pupils on visits, trips, out of school activities and enrichment programmes and take responsibility, as required.
- 3.14 Lead and work effectively as part of a team and support the role of other people in the team.

4 Other Responsibilities

- 4.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 4.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 4.3 Contribute to the wider life of the Trust and the Star community.
- 4.4 Carry out any such duties as may be reasonably required by the Trust.

5 Records Management

- 5.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.



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PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
QUALIFICATIONS				
1.	Degree level qualification or equivalent experience.	E	✓	✓
2.	Level 3 qualification (NVQ level 3 or A level).	D	✓	✓
3.	GCSE in English and mathematics at Grade C or above.	E	✓	✓
4.	Be a qualified Teacher with QTS.	E	✓	✓
EXPERIENCE				
5.	Leadership experience in an Alternative Provision with children in a secondary school or other setting.	E	✓	✓
6.	Supporting children with special educational needs and/or Disabilities (SEND).	E	✓	✓
7.	Supporting children with English as an additional language (EAL).	D	✓	✓
8.	Positively managing and facilitate challenging behaviour/restorative practices/self-regulation/de-escalation.	E	✓	✓
9.	Contributing to the development, monitoring and review of Individual Education Plans (IEPs) and/or Education Health and Care Plans.	E	✓	✓
10.	Training in a range of literacy strategies and approaches, for example the teaching of Reading, Spelling, Phonics following a suitably recognised scheme.	E	✓	✓
11.	Training in a range of intervention tools such as Talk About, Memory Magic, Zones of Regulation and Circle of Friends	D	✓	✓
12.	Evidence of specialism in SEMH difficulties.	E	✓	✓
13.	Evidence of specialism in specific curriculum areas or areas of particular learning need.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
ABILITIES, SKILLS AND KNOWLEDGE				
14.	Ability to maintain positive relationships with students, parents and staff.	E	✓	✓
15.	Ability to work effectively within a team.	E	✓	✓
16.	Effective classroom and behaviour management skills.	E	✓	✓
17.	Ability to communicate effectively using technology.	E	✓	✓
18.	Good ICT skills for word-processing, use of learning software and accessing on-line resources.	E	✓	✓
19.	Good knowledge of the secondary curriculum.	D	✓	✓
20.	Knowledge of strategies to support students with specific SEND e.g. SEMH, physical disabilities, visual and/or hearing impairment, dyslexia.	D	✓	✓
PERSONAL QUALITIES				
21.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
22.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
23.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
24.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
25.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
26.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓
27.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓