

JOB DESCRIPTION

SCHOOL/LOCATION:	Christ Church & St Peter's CofE Primary School
JOB TITLE:	SEMH Lead Teacher
RESPONSIBLE TO:	Headteacher
GRADE:	UPS + SEN Point

CORE PURPOSE:

The SEMH Lead Teacher, with the support of the Head Teacher, takes responsibility for the day to day operation of the SEMH Resource Base
To facilitate collaborative working with the Inclusion Team

KEY DUTIES & RESPONSIBILITIES:

1. To provide guidance in the area of Social Emotional & Mental Health & challenging behaviour and the effective use of resources to bring about improved engagement and achievement for all students.
2. Interact on a professional level with colleagues in order to promote a mutual understanding of the curriculum and its impact on the school SEN policy, with the aim of improving teaching and learning across the school.
3. Network and liaise with SENCO's across local schools, to ensure consistency of approach regarding transition etc.
4. Undertake statutory activities and meetings such as the Annual Review Process.
5. Oversee the operation of the specialist base for pupils with SEMH needs and be the class teacher within this base.
6. To Line Manage support staff operating within the Base and supporting students in other classes.
7. Create and develop Learning Plans and timetables for pupils to access the Base
8. Plan, design and deliver an innovative curriculum focussed on the complex needs of students accessing the Base.
9. Liaise with other colleagues to plan and prepare for students to successfully access sessions in mainstream classes.
10. To work with colleagues in developing pupils' social, emotional and behavioural skills.
11. To devise and apply criteria for evaluating success with pupils who experience SEMH difficulties which impact upon their learning, enabling them to access the curriculum.
12. To take responsibility for tracking pupil progress and for collecting and monitoring data to support teaching and learning.
13. To deliver and facilitate dynamic, creative and active lessons.

14. In common with all Teaching Staff, have a teaching commitment that will involve the following:
 - planning and recording of lessons
 - regular submission of schemes of work and lesson planning to line manager
 - maintenance of pupil and class records
 - completion of pupils' subject reports and profiles
 - assessment, monitoring and evaluation in line with the academy policy
 - setting of pupil targets
 - tracking pupil progress
 - setting and marking of regular homework
 - undertaking regular sampling of pupil's work
 - management of relevant resources including care of equipment, stock and delegated budget where appropriate

15. To identify resources required to sustain and embed high quality subject delivery
To work in partnership with a range of agencies and providers as appropriate to deliver a broad and balanced curriculum offer.
16. To work with the Local Authority to successfully induct pupils, following effective consultation.
17. To take an active role in encouraging good attendance of pupils.
18. To identify the individual learning needs of pupils.
19. To use assessment effectively.
20. To prepare school reports in line with statutory requirements for reporting to parents/carers and to adhere to the annual schedule for completing pupil profiles including attendance at parents' /carers' meetings.
21. To work with colleagues to develop and implement pupils' Individual Education Plans or Personal Learning Plans, including the arrangements for reintegration to school or for transition to other suitable provision, education, employment or training as appropriate.
22. To contribute to the school's improvement plan.

TRAINING

1. In consultation with the Head Teacher identify and undertake appropriate training and development.
2. Identify, and if appropriate, provide training required by the SEMH Team.

GENERAL REQUIREMENTS:

3. Ensure the values of Rise Multi Academy Trust are evident in every aspect of the discharge of the duties of the post;

4. Model the highest professional standards to staff and pupils in all aspects of the role, leading by example, working at all times to the standards as set out in the staff Code of Conduct;
5. Contribute to the implementation of the Rise Multi Academy Trust Improvement Plan;
6. Be prepared to work 'across piece', being flexible and interested in other areas;
7. Be aware of and take part in the Trust's Performance Management framework participating in training and development activities as required;
8. Work in a manner that actively safeguards the wellbeing and safety of pupils, ensuring pupil voice and appropriate confidentiality;
9. Carry out duties placed on staff by Health and Safety legislation;
10. Carry out appropriate additional tasks at the request of the senior leader.

PERSON SPECIFICATION

ATTRIBUTES	REQUIREMENTS	ESSENTIAL OR DESIRABLE
EDUCATION & TRAINING	Qualified Teacher Status	E
	Professional SENCO qualification	D
	Evidence of continuous professional development	E
	Experience of leading / co-ordinating professional development and training	D
EXPERIENCE & SKILLS	Experience of teaching in specialist setting	D
	Significant teaching experience	E
	Experience teaching within a primary school setting	E
	Experience of teaching pupils with Social, Emotional and Mental Health difficulties	E
	Experience of strategic planning and implementation	D
	Evidence of successful management and leadership of a diverse team or teams	D
	Experience of working as a member of a senior team	E
	Experience of working with school governors, sponsors trustees or a board of directors	D
	Experience of working with a range of external partners	E
	Successful track record of managing complex projects from inception to completion	E
	Experience of managing complex and difficult behaviours and mental health issues	E
	Experience of leading training of other teachers and support staff	D
	Experience of setting targets and monitoring, evaluating and recording progress	E
	Experience of dealing with challenging and sensitive situation	E
SKILLS & ATTRIBUTES	Knowledge and understanding of the statutory requirements of legislation concerning Safeguarding, Equal Opportunities, Health and Safety and SEN	E
	Understanding of the theory and practice of providing effectively for the individual needs of all children	E
	Knowledge and understanding of the SEN Code of Conduct and its practical application strategies for meeting the SEN of students in a mixed ability classroom	E

	Knowledge of behaviour management techniques for groups and individuals	E
	Knowledge of effective teaching and learning styles	E
	Knowledge and understanding of how to use comparative information about attainment	D
	Knowledge and understanding of the EHCP process and the evidence needed	D
	Knowledge and understanding of the role of the external services that support the provision for SEN students within schools	D
	Ability to demonstrate outstanding teaching and be able to create a positive, challenging and effective learning environment	E
	A secure understanding of neurodevelopment & the effects of trauma	E
	Resilience, the ability to work under pressure and be able to meet deadlines	E
	Proven ability to think both strategically and creatively to prioritise	E
	Ability to work to successfully as part of a team	E
	Excellent inter-personal skills	E
	Excellent communication skills (including written, oral and presentation skills)	E
	Ability to work creatively and collaboratively	E
	Demonstrably professional, honest and loyal	E
	Ability to make and justify difficult decisions	E
	Commitment to our students and their learning, wellbeing and safety	E
	Inspirational Leadership qualities	E
	Ability to provide leadership & practical support to colleagues	E
	Able to build and maintain successful and purposeful relationships	
GENERAL CIRCUMSTANCES	Attendance - evidence of regular attendance at work. An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations	E
SAFEGUARDING & EQUAL OPPORTUNITY	Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Disability Discrimination Act 1995.	E
	Must be able to recognise discrimination in its many forms and willing to put Trust's Equality Policies into practice.	E
	Commitment to safeguarding pupils.	E

	Knows and understands the principles and values of underpinning safeguarding and the promotion of the wellbeing of children and young people	E
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