



Star

STAR ACADEMIES

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

SOCIAL, EMOTIONAL AND MENTAL HEALTH IN SCHOOL INCLUSION PROVISION PRACTITIONER

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 and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

JOB SUMMARY:

1. Assist in co-ordinating the provision for pupils with SEMH.
2. Provide outstanding support and intervention to enable pupils with SEMH and other learning difficulties to play a full and active part in the life of school and 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 Support pupils with a soft landing at the beginning of each day.
- 1.3 Provide pupils with a calm environment and support pupils to gain confidence in self regulating.
- 1.4 Establish productive working relationships with pupils, acting as a role model and setting appropriate/high expectations.
- 1.5 Develop a positive relationship with pupils and promote self-esteem, independence and a culture of reward/praise.
- 1.6 Promote the inclusion and acceptance of all pupils, whilst supporting pupils consistently, recognizing and responding to individual needs.
- 1.7 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.
- 1.8 Liaise with SLT, Teaching Staff, Heads of Year (Pastoral Staff) and the ISIP (SEMH) Co-Ordinator regarding such support.
- 1.9 Work with teachers and ISIP (SEMH Co-Ordinator) to secure outstanding progress for pupils.
- 1.10 Adapt or modify materials and resources to ensure full access to a broad and balanced curriculum.
- 1.11 Provide individual and/or small group intervention as directed by the ISIP (SEMH Co-Ordinator) and monitor the outcomes of this intervention to inform next steps.

- 1.12 Provide feedback to targeted pupils on their progress and attainment.
- 1.13 Follow the Behaviour policy to manage pupil behaviour constructively, whilst promoting self-control, restorative practices and de-escalation.
- 1.14 Ensure daily reports are filled in accurately and reviewed with the pupil each day.
- 1.15 Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with schools policies and procedures.
- 1.16 Regularly contact parents, daily or weekly, to feedback on achievements and behaviour through out the week.
- 1.17 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 Under the direction of the SEMH Co-Ordinator and SENDCO, contribute to the development, monitoring and reviewing of pupils' Star Maps and Personalised Pupil Plans.
- 2.2 Under the direction of the SENDCO contribute to pupil profiling of SEND by carrying out a range of tests including , CAT/NGRT, Boxall Profiles, Spelling and Reading Tests.
- 2.3 Provide information to teachers and other support staff on the most effective methods of provision and intervention for pupils with learning needs.
- 2.4 Assist in pupil supervision and management of pupil behaviour, in line with school procedures.
- 2.5 Liaise with the ISIP (SEMH Co-Ordinator) and specialist staff (e.g. Occupational Therapist or Speech and Language Service) as requested to receive and disseminate advice given to effectively support pupils across curriculum areas.
- 2.6 Support the delivery of literacy/numeracy interventions such as Reading Wise and Sparx Maths to support learning opportunities and maximise pupil progress.

3 Support for the School

- 3.1 Attend specific weekly CPD training as and when requested by the SEMH Co-Ordinator.
- 3.2 Be the Operational Lead for the In School Inclusion Provision on days when the ISIP Coordinator is not in school.
- 3.3 Escort and assist pupil movement around school, throughout social time and at the end of the school day.
- 3.4 Manage other specialist support assistants and support their induction and professional development.
- 3.5 Develop appropriate curriculum resources to ensure that pupils within the ISIP have the required levels of support.
- 3.6 Support and guide other special support assistants' work in the ISIC when required.
- 3.7 Support the maintenance and enhancement of the school's ethos and mission through their own outstanding professional conduct and high expectations of others.
- 3.8 Be aware of and comply with policies relating to safeguarding (including child protection), health and safety, confidentiality and data protection.
- 3.9 Assist in creating a positive, restorative culture in which effective learning and self-development can take place.

- 3.10 Support the promotion of positive relationships with parents and outside agencies.
- 3.11 Ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- 3.12 Support meetings of SEND staff and communicate information to staff and co-ordinate resulting action.
- 3.13 Work within school policies and procedures.
- 3.14 Attend and participate in individual and team meetings as required.
- 3.15 Undertake personal development and improve own practice through training, observation, evaluation and discussion with colleagues including performance management and use this to support others.
- 3.16 Accompany teaching staff and pupils on visits, trips, out of school activities and enrichment programmes and take responsibility for a group under the supervision of a teacher, as required.
- 3.17 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.	D	✓	✓
2.	Level 4 qualification in a SEND (or related) discipline.	E	✓	✓
3.	GCSEs in English and Mathematics at Grade C (or 5) or above.	E	✓	✓
4.	Meet HLTA standards or equivalent qualification or experience.	E	✓	✓
EXPERIENCE				
5.	A minimum of two years' experience of working with children (either paid or unpaid capacity) in an education setting.	E	✓	✓
6.	Positively managing challenging behaviour/restorative practices/self-regulation/de-escalation.	E	✓	✓
7.	Supporting children with special educational needs and/or Disabilities (SEND).	E	✓	✓
8.	Supporting children with English as an additional language (EAL).	D	✓	✓
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	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
ABILITIES, SKILLS AND KNOWLEDGE				
13.	Ability to maintain positive relationships with pupils, parents and staff.	E	✓	✓
14.	Ability to work effectively within a team.	E	✓	✓
15.	Effective classroom and behaviour management skills.	D	✓	✓
16.	Ability to communicate effectively in English.	E	✓	✓
17.	Ability to communicate effectively in relevant community languages.	D	✓	✓
18.	Good ICT skills for word-processing, use of learning software and accessing on-line resources.	E	✓	✓
19.	Knowledge of the secondary curriculum.	E	✓	✓
20.	Knowledge of strategies to support pupils with specific SEND e.g. 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	✓	✓