**SEMH**

**JOB DESCRIPTION**

**PURPOSE OF JOB:**

To be the secure person for a designated group of students/form group by supervising and providing particular support, ensuring their safety and access to learning activities.

Develop a holistic approach to meeting Social, Emotional and Mental Health needs, enabling learners to make good progress by working with teachers, other support staff, families and external agencies.

**Key Accountabilities:**

Reporting to SENCO, this post holder will be accountable for:

**MAIN ACTIVITIES**

* To be the secure person for a designated group of students/form group by supervising and providing particular support, ensuring their safety and access to learning activities.
* Develop a holistic approach to meeting Social, Emotional and Mental Health needs, enabling learners to make good progress by working with teachers, other support staff, families and external agencies.
* Assist with the development and implementation of individual education/behaviour plans, risk assessments, personal care and therapy care programmes for a designated group/form.
* Establish therapeutic 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 teachers.
* Set challenging and demanding expectations and promote self-esteem and independence.
* To help students develop resilience and independence, both learning in lessons and forming positive relationships with peers and staff.
* Provide feedback to students in relation to progress and achievement under the guidance of teachers.
* To develop and enhance expertise in supporting students with complex social, emotional and mental health needs by attending training and working alongside relevant internal and external professionals such as psychologists and therapists.
* To provide support in the delivery of specialist interventions, taking a lead where appropriate.
* To sustain an active engagement with families of designated students to help them explore issues and make changes in areas that may be affecting their child’s learning and development. This may involve home visits.
* To track the progress of students with Social, Emotional and Mental Health needs using the available data and monitor the impact of interventions, sharing this with the SENCo and other relevant professionals.
* Use strategies, in liaison with teaching staff and therapists, 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.
* Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
* Establish supportive relationships with parents/carers

**Support for Parents**

* Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child’s behaviour, attendance, learning and supporting home to school and community links.
* Act as a contact point for parents/carers of pupils within their key stage based on the academy tiered procedure.

**Support for the Academy**

* Be aware of and comply with policies and procedures relating to Safeguarding, 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 equal opportunity for all.
* Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
* Contribute to the overall ethos/work/aims of the Academy e.g. settle students in cover situations, reinforce ethos.
* Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
* Attend and participate in regular meetings
* Participate in training and other learning activities as required
* Recognise own strengths and areas of expertise and use these to advise and support others
* Assist in the supervision, training and development of staff
* Implement planned supervision of pupils out of school hours
* Supervise pupils on visits, trips and out of school activities as required
* To undertake any other duties appropriate to the grade of the post as requested by the Head of School.

The nature of the work may involve the post holder carrying out work outside of normal working hours.

The post holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.

This post is subject to a check being carried out at an enhanced level by the Disclosure and Barring Service (DBS) regarding any previous criminal record.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up.

Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed.

**E-ACT is committed to safeguarding and promoting the welfare of young people and vulnerable adults, and all appointments are subject to enhanced Disclosure & Barring Service (DBS) checks and satisfactory references.**

**E-ACT is also committed to promoting equality, challenging discrimination and developing community cohesion. We welcome applications from all sections of the community.**

**PERSON SPECIFICATION**

Whether you’re a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

* We want everyone to ***think big*** for yourselves and for the world around you;
* We want everyone to ***do the right thing*** in everything you do, even when this means doing something that’s hard, not popular or takes a lot of time;
* We want everyone to show strong ***team spirit***, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

**OUR VALUES**

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| --- | --- |
| **Thinking Big** | * Show energy, enthusiasm and passion for what you do * Demand the highest quality in all that you do, and in the work of your team * Willing to champion new ideas and think beyond the status quo * Show an ability to think creatively and ‘outside of the box’ in your area of expertise, continually seeking improvements in what you do to make the organisation better * Be open to new ideas and change where it will have a positive impact on the organisation * Show a willingness to embrace different ideas and ways of thinking to improve E-ACT * Ability to ‘look outside’ – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work * Commitment to self-development, and developing your wider Team * Ability to self-reflect on yourself, your performance, and to think about how this could be improved further * Ability to encourage ideas from others in order to improve the organisation and build your team’s confidence |
| **Doing the Right Thing** | * Have integrity and honesty in all that you do * Make decisions that are based on doing the right thing, even when this means that they’re unpopular or will lead to more work * Take responsibility and ownership for your area of work * Have difficult conversations or deliver difficult messages if that’s what’s required to do the right thing by our pupils * Be transparent and open * Be resilient and trustworthy * Stand firm and stay true to our mission |
| **Showing Team Spirit** | * Understand how you can have a greater impact as a team than you can as an individual * Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission * Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level * Recognise and celebrate the success and achievements, no matter how small, of your colleagues * Be generous with sharing your knowledge to help to develop others * Understand and be willing to receive suggestions and input on your area of work from others * Support your colleagues, even when this means staying a little later, or re-prioritising some of your work * Be aware of other peoples’ needs and show an ability to offer genuine support * Show an awareness and respect for peoples’ differences, and recognise how different characteristics and personal strengths build dynamic and great teams |

**KNOWLEDGE, EXPERIENCE & SKILLS**

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| **Requirement** | **Assessed at** |
| **E –** Essential | **A –** Application Stage |
| **D –** Desirable | **I –** Interview Stage |
|  | **P –** During the probationary period |

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|  |  | **E** | **D** | **A** | **I** | **P** |
| **Organisational Fit** | Thinking Big | X |  | X | X | X |
| Doing the Right Thing | X |  | X | X | X |
| Showing Team Spirit | X |  | X | X | X |
| **Knowledge** | Minimum of 5 GCSEs including Maths and English (grade 4-9) or equivalent | X |  | X | X |  |
| Understanding of the national curriculum especially core subject areas | X |  | X | X |  |
| Demonstrable understanding of young peoples’ social, emotional and educational development needs | X |  | X | X | X |
| Understanding of ‘Early Help’ strategy, policies and protocols |  | X | X | X | X |
| Knowledge of safeguarding and child protection issues and procedures | X |  | X | X | X |
| Knowledge of the issues related to working with children who reside in areas of high socio-economic deprivation | X |  | X | X | X |
| Recent and relevant CPD | X |  | X | X | X |
| Counselling/mental health/behaviour improvement qualification |  | X | X | X | X |
| **Experience** | Proven record of raising standards and pupil achievement | X |  | X | X | X |
| Experience of developing effective strategies to overcome barriers to learning | X |  | X | X | X |
| Minimum 3 years’ experience in a similar role in a school environment | X |  | X | X | X |
| Experience of working with children or young people who are vulnerable or disaffected | X |  | X | X | X |
| Experience of supporting the social, emotional and educational development of students | X |  | X | X | X |
| Experience of dealing with difficult and challenging behaviour | X |  | X | X | X |
| Experience of working with and preparing documentation for external agencies |  | X | X | X | X |
| **Skills** | Effective behaviour management skills | X |  | X | X | X |
| Ability to build and maintain effective working relationships with pupils and parents/carers | X |  | X | X | X |
| Ability to build and maintain effective working relationships with internal colleagues and external agencies | X |  | X | X | X |
| Ability to communicate effectively with a wide range of stakeholders using a variety of media | X |  | X | X | X |
| Ability to hold difficult conversations confidently and effectively | X |  | X | X | X |
| Ability to prioritise workload effectively to meet deadlines and work under pressure | X |  | X | X | X |
| Ability to use ICT equipment and software such as spreadsheets, databases and other packages effectively | X |  | X | X | X |
| Ability to deal with sensitive and confidential pupil information in line with GDPR requirements | X |  | X | X | X |
| Ability to build and maintain effective working relationships with pupils and parents/carers | X |  | X | X | X |
| Ability to build and maintain effective working relationships with internal colleagues and external agencies | X |  | X | X | X |