



JOB DESCRIPTION

Job Title: Social Emotional and Mental Health Practitioner

Grade: C1 SCP (12-17)

Reporting to: Assistant Principal

Purpose of the Post

- To ensure that all students who have identified Social, Emotional Mental Health (SEMH) needs are supported to be successful within the Academy.
- To complete early identification of students with possible SEMH needs and liaise with the Special Educational Needs and Disability Co-ordinator (SENDco) to ensure these needs are met in line with the SEND Code of Practice.
- To provide support, advice and guidance for SEMH students and their families; enabling them to attain safe, healthy, fulfilling and enjoyable lifestyles.
- To ensure that the academy has inclusive practices by planning and implementing effective intervention strategies for SEMH students and families.
- To liaise with Alternative Provision providers to ensure that students accessing these remain a priority, including their academic achievement, attendance and welfare.
- To establish high expectations for all students in order to ensure that every student can achieve their full potential.

Main Duties and Responsibilities

- Lead on the promotion of SEMH within the academy by monitoring, reporting and promoting inclusion.
- To have a clear understanding of SEMH and how this affects students and their families.
- Develop a range of de-escalation techniques that can be used to support students in a reactive manner.
- Work collaboratively with the SEND team in the Learning Support Centre to ensure provision can be delivered effectively to students.
- Identify students whose progress, development or well-being is affected by SEMH and assess their need.
- Alongside the SENDCo, ensure that all SEMH students are identified correctly on the SEND register and remove students from the register in line with academy guidelines where they no longer require additional support.
- Implement and champion SEMH students within academy and trust meetings around SEND.
- Lead SEMH training and provide Continuous Professional Development opportunities for staff including strategies of support in the classroom.
- Report on the impact of SEMH intervention and support to the Senior Leadership Team, governors and Trust staff, as requested.
- Co-ordinate support for SEMH students to proactively stop them becoming at risk of suspension or permanent exclusion.
- Manage internal referral systems and monitor requests for SEMH student and parental support.
- Provide one-to-one support and/or group work for targeted students who are on the SEND register for SEMH as a primary or secondary need.
- Attend regular formal and informal line management discussions around SEND.

- Refer students and families to external agencies and signpost parents/carers to the referral pathways for services.
- Communicate effectively and professionally with parents/carers face to face and over the phone to promote positive relationships.
- Communicate effectively with key agencies involved with students and families.
- Liaise with teaching and support staff to share information around SEMH, including through additional briefings with specific teachers.
- Work with the Inclusion and Safeguarding Leader to ensure that risk assessments for SEMH students are robust.
- Have a willingness to be Team Teach trained and to respond to situations where care and control may be needed for at risk and vulnerable students. This will include developing Positive Handling Plans and Individual Behaviour Plans for students who need additional support in this area.
- Work alongside the Leader of PSHEE and the student leadership team to promote SEMH in the academy.
- Raise awareness and promote understanding about the social and emotional difficulties, pressures and challenges that some students and their families face in their daily lives.
- Lead in the transition of information and support for SEMH students across key stages and in Year 7 in communication with other establishments and schools.
- Liaise with alternative provision providers and the support services provided for SEMH students who exhibit challenging behaviour and those at risk of exclusion.
- Work in liaison with the Assistant Principal and SENDCo on the Social Emotional and Mental Health (SEMH) strategy to ensure students are included, are able to attend and achieve and do not become at risk of suspension or permanent exclusion.
- Evaluate individual performance and be committed to improving professional practice through Continuous Professional Development and training.
- Review and evaluate the effectiveness of personal practice and the impact on progress, development and the well-being of SEMH students.
- Manage student's behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the Trust's behaviour policy.
- Attend Early Help Plans for SEMH students to ensure key strategies of support are shared with all professionals involved with the family.
- Work with the Inclusion team to ensure that students with SEMH receive proactive intervention to support them prior to an escalation of need.
- Accurately record, report practice and monitor individual students via the provision map in order to plan effective intervention.
- Work alongside the Inclusion team, Pastoral team and SENDCo to provide support and intervention for students with SEMH and complex needs.
- Liaise with other pastoral professionals across the Trust to share best practice.
- Use information technology systems and administration as required to carry out the duties of the post in the most efficient and effective manner.
- Carry out the duties and responsibilities of the post in accordance with the Trust's policies and local and national legal frameworks and legislation.
- Set ambitious attendance targets for SEMH students, in discussion with the Assistant Principal and lead on the work on striving to meet it; feeding back to children and colleagues and working with families to reach the target.
- Undertake other duties appropriate to the post that may reasonably be required from time to time.

Personal Responsibilities:

- Hold positive values and attitudes and adopt high standards of professional conduct.
- Carry out the duties and responsibilities of the post, in accordance with the Trust's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships, and work in partnership with colleagues throughout TGAT.
- To willingly engage with training as required by the academy.



- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.

Any Special Conditions of Service:

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and a six -month probationary period
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of the Trust.
- The Trust operates a No Smoking Policy.

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa.

Please note that, as a sponsor licence holder, we only provide sponsorship for teacher vacancies.

Person Specification

Criteria	Essential/ Desirable
Qualifications	E/D
<ul style="list-style-type: none"> Grade 4 (C) and above in GCSE English and Mathematics (or equivalent). 	E
<ul style="list-style-type: none"> Qualifications in working with young people and qualifications related to trauma/SEMH/ and/or SEND 	D
<ul style="list-style-type: none"> Safeguarding qualification 	D
Knowledge and Skills	E/D
<ul style="list-style-type: none"> Ability to keep accurate records and write reports 	E
<ul style="list-style-type: none"> Ability to translate vision into clear, practical actions and outcomes 	E
<ul style="list-style-type: none"> Ability to inspire, motivate and engage students, staff and families. 	E
<ul style="list-style-type: none"> Strong relationship-building skills, with the ability to work effectively with students, colleagues and parents/carers. 	E
<ul style="list-style-type: none"> Ability to challenge, probe and advocate confidently on behalf of young people and their families. 	E
<ul style="list-style-type: none"> Ability to develop and strengthen SEMH provision through collaborative working. 	E
<ul style="list-style-type: none"> Calm, consistent and solution-focused approach in challenging situations. 	E
<ul style="list-style-type: none"> Strong ICT skills and confidence using digital systems. 	E
<ul style="list-style-type: none"> Highly self-motivated and innovative, with excellent problem-solving abilities. 	E
<ul style="list-style-type: none"> Passionate about education and improving young people's outcomes 	E
<ul style="list-style-type: none"> Excellent communication skills, both written and verbal. 	E
<ul style="list-style-type: none"> Effective team player with strong interpersonal skills. 	E
<ul style="list-style-type: none"> Demonstrates drive, ambition, resilience and a positive attitude 	E
<ul style="list-style-type: none"> Strong knowledge of safeguarding principles and responsibilities. 	E
<ul style="list-style-type: none"> A developed network and understanding of Local Education Authority and other agencies and partnerships within the city. 	D
<ul style="list-style-type: none"> Knowledge of national initiatives and local areas of focus 	D
Experience	E/D
<ul style="list-style-type: none"> Experience of working with an effective team of colleagues 	E
<ul style="list-style-type: none"> Understanding of the barriers faced by disadvantaged students and families disengaged from education 	E
<ul style="list-style-type: none"> An extended understanding of issues effecting young people, both in the city and nationally 	E
<ul style="list-style-type: none"> Willingness to deliver training to colleagues 	E
<ul style="list-style-type: none"> Proven track record with families and local communities 	D
<ul style="list-style-type: none"> Experience of working with students with SEMH 	D
<ul style="list-style-type: none"> Experience of working in an SEMH/specialist setting 	D
Continuous Professional Development	E/D
<ul style="list-style-type: none"> Evidence of commitment to Continuing Professional Development 	E
Other Conditions	E/D
<ul style="list-style-type: none"> Enhanced DBS Clearance 	E

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