

## **JOB DESCRIPTION: SOCIAL, EMOTIONAL & MENTAL HEALTH (SEMH) AND LITERACY SPECIALIST TEACHER**

<b>Job Title:</b>	<b>SEMH and Literacy Specialist Teacher</b>
<b>Salary/Grade:</b>	Teacher Pay Scales
<b>Reporting to:</b>	Assistant Headteacher for Inclusion
<b>Liaising with:</b>	Inclusion Manager, SEND Manager, Director of Key Stage 3, Curriculum Leaders, Senior Leadership team, staff, students, parents/carers

Loreto educational communities in England are centred in God, rooted in Christ and animated by the spirit of Mary Ward, the foundress of the Institute of the Blessed Virgin Mary. We are ambitious for our students not just in the context of academic excellence but also in the context of human possibilities, and as educators we will stretch hearts as well as minds. We will strive rigorously for the achievement of both personal and academic excellence.

<b>Core Purpose:</b>	<ul style="list-style-type: none"> <li>To uphold and actively promote the school's Catholic Loreto vision, values and philosophy and to work as a team with the Headteacher and other senior leaders to drive forward the governors' and Loreto Trust Board's vision for the improvement of the school and to ensure the school functions effectively on a day to day basis.</li> </ul>
<b>Responsibilities and duties specific to this position:</b>	<ul style="list-style-type: none"> <li>To create a vision and develop a provision that provides high quality support to students with social, emotional and mental health needs</li> <li>To develop expertise and knowledge on SEMH needs to ensure students are receiving the most effective and appropriate support</li> <li>To create and develop provision maps and timetables for pupils with SEMH needs</li> <li>To liaise with key staff in school to ensure curriculum core concepts are clearly identified and curriculum content adapted to best meet the learning needs of an identified cohort of students accessing SEMH provision</li> <li>To liaise with other agencies and professionals, e.g. the Safeguarding Team, School Counsellor, CAMHS, Early Help, Social Care etc to ensure students receive a high level of appropriate support</li> <li>To work with colleagues and external specialists in developing the students' social, emotional and behavioural skills</li> <li>To devise and apply criteria for evaluating success with students who experience SEMH related issues which impact their learning, and enable them to access the curriculum and experience success</li> <li>To plan and deliver creative, active and engaging lessons for students with SEMH needs</li> <li>To regularly assess the literacy data held to plan and develop intervention to support rapid pupil progress</li> <li>To plan and develop a schedule for literacy intervention across the school</li> </ul>

	<ul style="list-style-type: none"> <li>• To take responsibility for tracking pupil progress and for collecting and monitoring data</li> <li>• To regularly assess the individual learning needs of the students and plan for their progression</li> <li>• To take an active role in promoting and encouraging excellent attendance and punctuality</li> <li>• To work with colleagues and contribute to the EHCP application progress where necessary, implementing and reviewing targets.</li> </ul>
<b>Support for students:</b>	<ul style="list-style-type: none"> <li>• To ensure students are safe at all times, implementing all school Health &amp; Safety and safeguarding policies</li> <li>• To act as a mentor and keyworker for identified students with SEMH needs across Key Stages 3 and 4</li> <li>• To provide high quality support for students in the classroom and during one to one or small group sessions</li> <li>• To build effective relationships with students and their families.</li> </ul>
<b>Support for curriculum:</b>	<ul style="list-style-type: none"> <li>• To follow the school's curriculum maps for English, Maths, Science, RE and other subjects and adapt curriculum content and existing lesson plans with a focus on core concepts</li> <li>• To plan, design and deliver engaging lessons using research-informed pedagogical strategies to ensure identified students with complex SEMH needs know more and remember more and experience high levels of success.</li> <li>• To identify qualifications and resources to engage and meet the needs of students with complex SEMH needs.</li> <li>• To work in partnership with other staff and a range of agencies and providers to deliver a broad and balanced curriculum offer.</li> </ul>
<b>Support for teachers:</b>	<ul style="list-style-type: none"> <li>• To share useful teaching strategies with all teachers and support staff to enable students' progress</li> <li>• To liaise with teachers to prepare and plan for students to successfully access and/or reintegrate back into mainstream lessons</li> <li>• To support the professional development of all staff, including ECTs and ITT students.</li> </ul>
<b>Support for school:</b>	<ul style="list-style-type: none"> <li>• To oversee the operation of SEMH provision</li> <li>• To oversee the operation of literacy intervention</li> <li>• To contribute to the school's development plan</li> <li>• To be a positive role model in terms of behaviour, conduct, attendance and work ethic.</li> </ul>

## PERSON SPECIFICATION FOR SEMH SPECIALIST TEACHER

	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher status</li> <li>• Evidence of recent and relevant further professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Level 3 Safeguarding</li> </ul>	Application Certificates
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of meeting the needs of vulnerable individuals especially those with complex SEMH needs and/or Literacy difficulties in a classroom setting</li> <li>• Experience of strategic planning and implementation</li> <li>• Experience of setting targets and monitoring, evaluating and recording progress</li> </ul>	<ul style="list-style-type: none"> <li>• A qualification in meeting the needs of learners with complex needs</li> <li>• Experience of forward planning and initiating change</li> <li>• Experience of leading training of other teachers and support staff</li> </ul>	Application References Interview
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Understanding of what causes challenging behaviour and strategies to help de-escalate and improve behaviour</li> <li>• Excellent knowledge, understanding and experience of what constitutes outstanding provision for vulnerable students</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the EHCP process and the evidence needed during the application process</li> <li>• Knowledge and understanding of external agencies that support the provision for students with SEND</li> <li>• Understanding of the theory and practice of providing effectively for the individual needs of students with SEND</li> </ul>	Application References Interview
<b>Skills and abilities</b>	<ul style="list-style-type: none"> <li>• Ability to meet the challenge to deliver high quality outcomes</li> <li>• Ability to enthuse and excite young people in their learning</li> <li>• Ability to provide support and guidance for colleagues and to be a recognised beacon of good practice</li> <li>• Well organised, excellent attention to detail and excellent time management skills</li> <li>• Excellent, proven interpersonal skills and the ability to support colleagues and gain the confidence, trust and respect of others</li> </ul>		Application References Interview
<b>Personal characteristics</b>	<ul style="list-style-type: none"> <li>• A willingness and desire to undertake further professional development</li> <li>• Innovative, energetic and passionate about supporting young people in a secondary school environment and</li> </ul>		Application References Interview

	<p>improving life chances</p> <ul style="list-style-type: none"><li>• Patient, thoughtful, compassionate in all interactions with students, staff and parents/carers</li><li>• High expectations of self and others</li><li>• Self-aware, resilient and emotionally mature</li><li>• Committed, hardworking, resilient, enthusiastic and relentlessly optimistic</li><li>• Excellent attendance and punctuality record</li><li>• Enthusiastic with relentless optimism</li><li>• A deep commitment to and personal enthusiasm for the core values of the Loreto order</li></ul>		
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