

Robson House Outreach Teacher (Social, Emotional and Mental Health Needs)

MPS – UPS + SEN allowance

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.

Line Manager and Performance Developer: Robson House Outreach Leader

Job Purpose:

Robson House Outreach supports primary-aged children with significant social, emotional and mental health (SEMH) needs and with speech, language and communication needs (SLCN), through advice and training to practitioners in mainstream schools, and to other members of the children's workforce. We also work directly with individuals and groups of children, in partnership with parents, to achieve best outcomes for their children.

The Outreach Teacher's role is to:

- work in partnership with mainstream primary schools in order to ensure access to and progression within the whole curriculum for children with a range of SEMH needs, and to promote their full inclusion within schools
- support school staff and other members of the children's workforce to develop their knowledge, skills and confidence in working with children with SEMH needs

DUTIES AND RESPONSIBILITIES

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. They must meet the requirements for practice and conduct set out in the Department for Education's Teachers' Standards guidance.

In addition to the general duties of a school teacher as defined in the School Teachers' Pay and Conditions Act, the teacher will have the following duties and responsibilities:

1. to support mainstream school staff through consultation, implementation of interventions, joint problem solving and planning, training (including modelling and coaching) and joint review of progress to facilitate the inclusion of children with exceptional social, emotional and mental health needs
2. to contribute to the planning and delivery of training on SEMH needs and behaviour management, in schools and centrally for the children's workforce
3. to establish and maintain positive relationships with school staff, children, their parents and carers, and with colleagues and other professionals
4. to undertake direct work with individual children, in schools, other settings or in the home, so as to assess their needs, foster their social, emotional and academic development and promote positive behaviour and well-being
5. in collaboration with mainstream school staff, to organise and run group work with children to address their social, emotional and behavioural difficulties

6. to work with mainstream school leaders in developing whole-school policies, procedures and practice to promote children's emotional well-being and positive behaviour
7. to use the Target-Setting, Monitoring and Review Framework, in line with Robson House procedures, to guide intervention, and assess and report impact
8. to communicate effectively with parents and carers to report children's progress and to facilitate on-going collaboration between families and schools
9. to act in accordance with schools' safeguarding policies and procedures, including the guidance set out in Keeping Children Safe in Education, reporting concerns where appropriate to the Designated Safeguarding Leads in schools
10. to provide support to colleagues in Robson House PPRU through consultation and advice and, where necessary, through direct work with or supervision of children placed in Robson House PPRU
11. to collaborate closely with staff in Robson House PPRU and the Robson House Satellite to support the successful transition of children into and out of mainstream schools
12. to provide where appropriate reports to inform the statutory assessment of pupils at the request of the Local Authority
13. to provide regular information to the Heads of School on the effectiveness of outreach provision for children to inform decision-making and policy review
14. to perform all such other tasks as may be reasonably expected of a teacher in accordance with Teachers Pay and Conditions and the Teacher's Standards, at all times in accordance with their duty of care towards children

Person Specification

The candidates are required to address the selection criteria in their letter of application. Candidates must show **evidence** of the following criteria, which will be used as part of the selection procedure:

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| | Essential |
| Qualifications & Professional Development | <ul style="list-style-type: none"> • A Degree or relevant professional qualification |
| | Desirable <ul style="list-style-type: none"> • Qualified teacher status • Additional recognised SEN qualification • Accreditation as a trainer for one or more evidence-based approach to supporting children with SEMH needs • Evidence of further study, for example in the areas of child psychology and SEMH needs • Team Teach trained |
| Experience | Essential |
| | <ul style="list-style-type: none"> • Substantial recent experience of teaching in early years and/or primary phases • Substantial and successful experience of working with children with social, emotional and mental health difficulties |
| | Desirable |
| | <ul style="list-style-type: none"> • Evidence of consistently outstanding teaching • Experience of developing the practice of colleagues, for example through management, supervision, coaching and/or mentoring • Experience of developing and delivering training to members of the children's workforce |
| Knowledge & Understanding | Essential |
| | <ul style="list-style-type: none"> • Knowledge and understanding of the Early Years Foundation Stage Curriculum, and the National Curriculum, including planning strategies, assessment procedures • Good understanding of curriculum modifications and adaptations that secure broad, balanced and relevant learning opportunities for children with social, emotional and mental health difficulties • Knowledge and understanding of theories of child development • Knowledge of a range of approaches that facilitate access to the whole curriculum • An understanding of the school systems that best promote the achievement and inclusion of children with SEN, particularly those with SEMH needs • Knowledge of the SEN Code of Practice and the Equalities Act and other relevant legislation relating to children and young people and |

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| | <p>their education</p> <ul style="list-style-type: none"> • Knowledge of a range of evidence-based interventions and therapeutic approaches to meet the needs of children and young people experiencing social, emotional and mental health difficulties • Knowledge and understanding of safeguarding and child protection procedures and of how to safeguard themselves and children. • Extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential. |
| | Desirable |
| | <ul style="list-style-type: none"> • Good knowledge and experience of using digital technology to support learning |
| Skills & Abilities | Essential |
| | <ul style="list-style-type: none"> • Effective analytical skills to monitor and assess pupil progress using a variety of data • Ability to provide clear and accurate reports of children's attainment and progress • Positive and solution-focussed approach to creating an inclusive, enabling learning environment • Ability to collaborate effectively within a multidisciplinary team • Ability to work effectively as a team member and to make a contribution to the overall development of Robson House • Ability to work on own initiative and meet agreed deadlines • Ability to follow agreed school policies and procedures • Ability to communicate effectively with pupils, staff, parents and the wider community • Have a sense of humour |
| Commitment | Essential |
| | <ul style="list-style-type: none"> • Commitment to high standards for all pupils • Commitment to implementing the school's safeguarding and equality of opportunity policies both in the curriculum and the school organisation • Commitment to shared responsibility for health and safety in the workplace and how to implement it in this area of work. |

Some hazards may occur, as faced by all staff working in special needs schools and settings for children with SEMH needs, such as management of difficult behaviour and use of physical intervention.

Teachers may be required to carry out other duties as requested by management. This post is subject to an enhanced DBS check.