

## **Application for Specialist Teacher for Social, Emotional and Mental Health (SEMH)**

Thank you for your interest in the vacancy for the above position.

The Specialist Teaching and Learning Service, commissioned by KCC and managed by Valence School, provides a service for children and young people (0-19yrs) with special educational needs and disabilities (SEND), offering support, advice and training to EY settings, primary and secondary mainstream schools and parents.

Our specialist teachers are experienced teachers with qualifications in one or more areas of SEND. They work alongside other professionals in providing effective and co-ordinated support, with the aim as a team, to develop and extend inclusive practices so that children and young people's needs are met within their setting and good educational progress is strived for.

Please find enclosed the following forms:

- Application Form and Equality Monitoring Form - [to complete online](#)
- Copy of the Advertisement
- Job Description and Person Specification
- Valence Vision & Ethos

The closing date is **6 October 2024** and we look forward to receiving your completed forms at your earliest convenience. The interviews are expected to be held on **18 October 2024**.

Valence School is committed to safeguarding and promoting the welfare of every student and we expect all staff to share this commitment. References will be taken up before interview and online checks undertaken for shortlisted candidates. Successful applicants will need an enhanced DBS check (this post is subject to the Rehabilitation of Offenders Act). Please note that smoking (including e-cigarettes) is prohibited within the school premises and grounds.

**Our Child Protection Policy can be found on our [website](#)**

Should you require any additional information or wish to arrange an informal visit, please do not hesitate to contact us.

Yours sincerely  
*Sarah Lowndes*  
HR Manager

## SPECIALIST TEACHER FOR SEMH (& C&I)

Sevenoaks Specialist Teaching and Learning Service

0.8 FTE : MPR/UPR Fringe (depending on experience) + SEN Allowance

Possible secondment opportunity for STLS Staff until the end of Term 6, July 2025

This is an exciting opportunity to join our dedicated team of peripatetic Specialist Teachers, based at Valence School in Sevenoaks. Our specialist teachers work with mainstream schools and settings, across the district, to support and enhance the teaching, learning and provision for children and young people with SEND. We are seeking a highly motivated specialist teacher, with the passion to provide high quality advice, support and training to staff, parents, carers, children and young people as part of this team.

This post has a specific focus on Social, Emotional and Mental Health (alongside associated Communication and Interaction differences) within the Primary and Secondary age phrases.

### We are looking for a team member who:

- Demonstrates a commitment to SEND and inclusion, and has the vision and determination to make a difference
- Demonstrates outstanding primary and secondary SEN provision, implementation of high-quality interventions and effective inclusive practices, specifically with regards to SEMH (/C&I)
- Can provide support and challenge to schools and staff teams, establishing clear actions and evaluating progress towards these
- Can work independently and collaboratively to meet the varying needs of children and young people
- Places high value on ethical behaviour and professional conduct

### We can offer:

- A diverse role, with every day being different, providing challenge and growth
- An opportunity to join a caring, professional and talented team, committed to developing and promoting inclusion and inclusive practice
- Contribution to meaningful work that makes a difference to children and young people's well-being, education and futures
- Opportunities to take on new challenges and to collaborate on innovative projects
- Continuous professional development and training (in line with service development needs)

If you are ready to embrace an evolving and dynamic service whilst helping to shape the direction of this role we would love to hear from you.

Sevenoaks Specialist Teaching and Learning Service is managed by Valence School on behalf of Kent County Council. The ability to travel to meet the requirements of the role is essential.

For further information, please contact Susie Cassie, Sevenoaks STLS Lead: 07740 183988 or [scassie@valence.kent.sch.uk](mailto:scassie@valence.kent.sch.uk)

For application details please visit [valenceschool.com](http://valenceschool.com) > work for us

or contact the HR Team at [vacancies@valence.kent.sch.uk](mailto:vacancies@valence.kent.sch.uk)

Application closing date: 6 October 2024

Interview date: 18 October 2024

We reserve the right to close this vacancy, interview and appoint earlier if we receive sufficient applications for this role

Valence School is committed to safeguarding and promoting the welfare of every student and we expect all our staff and volunteers to share this commitment. We value diversity and promote equality for all.

References will be taken up before interview and online checks undertaken for shortlisted candidates. The successful applicant will require an enhanced DBS check (this post is subject to the Rehabilitation of Offenders Act).



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# Valence School Job Description:

## SPECIALIST TEACHER for SEMH

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Responsible to: Sevenoaks STLS Lead

Accountable to: Valence Principal

### Main purpose

To ensure the best possible outcomes for Children and Young People with Special Educational Needs & Disability (SEND) aged 0 – 19 by working collaboratively with professionals in statutory and non-statutory organisations.

The Specialist Teacher for SEMH will be working as part of a team of Specialist Teachers in the Sevenoaks District. They will have expertise and wide-ranging experience in working with students in multiple key stages within primary and secondary school with SEND with a specific focus on SEMH and associated Communication and Interaction differences.

### Duties and responsibilities

1. Provide specialist teaching expertise and advice to improve the quality of teaching and learning for children and young people with SEMH and C&I Needs supporting the delivery of and access to the National Curriculum, EYFS, secondary curriculums and other appropriate approaches to learning.
2. Improve practitioner's capacity to raise achievement and attainment of children and young people and overcome the barriers to learning of children and young people with SEND by modelling good practice and training.
3. Provide high quality, highly specialist information, intervention and support for CYP with SEND, predominantly SEMH and C&I needs.
4. Actively promote the development of an ethos that supports independence and resilience in CYP with SEND, predominantly SEMH and C&I Needs.
5. Liaise closely with expertise within district special provision to promote seamless working between all parts of the county wide resource.
6. Develop, facilitate and deliver training as part of the Specialist Teaching team, (including online and other distance training / learning) to the children and young people's workforce in a range of educational settings to promote inclusive practice and knowledge of SEND, predominantly SEMH and C&I Needs.

7. Work in partnership with families, and a range of educational settings to promote and facilitate the development of inclusive practices to raise the attainment and achievement of children and young people (0-19) with SEND.
8. Meet the requirements of the Code of Practice and Kent's Mainstream Core Standards by providing specialist assessments and observations to inform appropriate learning objectives, targets and strategies for individual children and young people and inform county decision making, also working towards County key performance indicators.
9. Support multi agency planning and decision making, taking on the role of lead professional, where appropriate.
10. Promote opportunities for children and young people to be actively involved in decisions affecting them.
11. Promote the involvement of parents and carers in decisions and interventions involving their children.
12. Champion inclusive education, attainment and achievement at a local level.
13. Maintain records of interventions including appropriate assessment activities, support strategies and their delivery in line with standards outlined in the Service Level Agreement.
14. Utilise data to identify strengths and weaknesses and make recommendations to facilitate setting / school improvement.
15. Contribute to the monitoring of children and young people's achievement and attainment and keep records to inform the Impulse database.
16. Use ICT as a tool for communication, record keeping and managing information.
17. Develop robust links with other professional staff to provide coherent and consistent multiprofessional interventions for children and young people, particularly through integrated working.
18. Undertake continuous professional development to enable the postholder to maintain and develop specialist skills, knowledge and expertise in line with the Teachers' Standards.
19. Ensure appropriate use of specialist equipment and technology to support learning.
20. Participate proactively and effectively in professional supervision and performance management processes.

The deployment of the post holder will be mainly within the Sevenoaks District but may require travel across a wider area. The postholder must carry out their duties in accordance with requirements and standards as outlined in the Service Level Agreement



# Valence School Person Specification: SPECIALIST TEACHER for SEMH

The following outlines the criteria for this post. Applicants should describe in their application how they meet these criteria. Applicants who have a disability and who meet the minimum criteria will be shortlisted.

REQUIREMENT	MINIMUM CRITERIA
1. Qualifications	<ul style="list-style-type: none"><li>• QTS and a specific relevant advanced SEMH/C&amp;I SEND qualification or a willingness to work towards an advanced relevant qualification.</li></ul>
2. Experience	<ul style="list-style-type: none"><li>• Demonstrable high quality recent and sustained teaching experience in a range of relevant educational settings (within primary and secondary age phases)</li><li>• Demonstrable experience of designing and delivering high quality INSET to a range of audiences</li><li>• Ability to demonstrate successful sustained experience of working collaboratively with teaching and non-teaching staff, parents/carers and other professionals through integrated working</li><li>• Demonstrable experience of initiating, managing and working within a changing environment</li><li>• Knowledge of safeguarding and child protection</li></ul>
3. Skills and Abilities	<ul style="list-style-type: none"><li>• Demonstrable evidence of participating in continuous professional development and applying this within the specialist area/s of work</li><li>• Strong interpersonal and communication skills to build and maintain effective working relationships with a wide range of professionals and an ability to resolve conflict</li><li>• Ability to contribute an enthusiastic and clear vision for collaborative working in multi-disciplinary teams</li><li>• Ability to model high professional standards in all aspects of work</li><li>• Confidence and competence in the use of ICT particularly Microsoft Office applications</li><li>• Ability and willingness to travel to meet requirements of the role</li><li>• The ability to implement appropriate Safeguarding procedures and advise others.</li></ul>
4. Knowledge	<ul style="list-style-type: none"><li>• A detailed knowledge of the current SEND policy framework.</li><li>• Specialist knowledge of the impact of SEND (mainly SEMH/C&amp;I) on access to the curriculum in mainstream settings and schools.</li><li>• Demonstrable evidence of continuing to develop skills and knowledge and current educational research/literature linked to SEND (SEMH/C&amp;I)</li></ul>
5. Behaviours	<ul style="list-style-type: none"><li>• Commitment to equalities and a respect for diversity</li><li>• "Can Do" approach</li><li>• Team working and co-operation</li></ul>



## The Valence Vision:

To provide all students that attend Valence School with a Learning Pathway that meets their intellectual, physical, social, and emotional needs. By working together with families and a wide range of support agencies, we will ensure that students within each Learning Pathway are valued, supported, and challenged to do their very best in preparation for the next stage of their learning and life in modern Britain.

To achieve our vision, we will work as a whole school team whilst striving to create a distinct identity for each Learning Pathway. Central to everything we do and key to the success of each Learning Pathway will be our Ethos...

## The Valence Ethos:

**Respectful** - Valence students respect the rights, needs and views of others. They seek to create an environment where support for each other is commonplace so that everyone feels that they belong.

**Resilient** - Valence students take risks and view failure as a good thing. They are encouraged not to give up easily and always try their best.

**Independent** - Valence students oversee their own learning. They are provided with a wide range of support to enable independence in everything that is required of them.

**Positive** - Valence students focus on what they 'can do' to develop as an individual and not what they 'cannot do' because of their disability

**Passionate** - Valence students are encouraged to find and develop their own range of interests and to express themselves as they wish in support of their learning.