JOB DESCRIPTION

POST TITLE: SEMH Practitioner

POST RESPONSIBLE TO: Director of Pastoral & Additional Needs

SALARY: Grade 4 SCP 5-11 is £23500 – 25979

HOURS: 37.5 hours per week. Part time Considered. Term Time only.

INTERVIEW DATE: TBC

START DATE: ASAP 2023

JOB PURPOSE

To enable an identified group of students and young people, with SEMH and identified additional needs to achieve their potential by providing support to overcome barriers, to learning both inside and outside the academy.

Support for Students

- To work as part of the Inclusion and Pastoral teams to ensure the welfare of pupils attending the academy, with a particular focus on pupils with SEMH
- 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 inclusion passports/behaviour plans, risk assessments, for the designated group.
-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.
- Under the direction of the Director of Pastoral & Additional Needs to update pupil records as appropriate and collate and prepare information relating to assessments, EHCPs and referrals to other agencies
- 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.
- To plan, prepare and deliver interventions according to need
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against predetermined learning objectives, providing feedback and reports to teachers to provide evidence of the range and level of progress and attainment
- Attend review meetings as required

Support to Teachers

-Liaise with teachers on learner's SEMH needs and strategies to support learning etc;
- Provide feedback to students in relation to progress and achievement under the guidance of teacher, where necessary
-Promote good learner behaviour, dealing promptly with conflict and incidents in line with established policy and encourage learners to take responsibility for their own behaviour;
-Support and promote the academy policies including rewards, attendance and punctuality for this group of learners
-Promote best practice and provide support, challenge and CPD to colleagues in the area of SEMH
-Organising work for students who have been taken out of lessons or are absent long-term;
-Establish de-escalation routines in line with the behaviour policy of the academy;
-Supporting inclusion and pastoral administration when necessary.

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.
-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.

Support for Organisation
-Attend meetings as directed and provide appropriate feedback to the inclusion/pastoral departments
-To be one of the points of contact for accessing a range of community and business-based programmes and specialist support services, for example the Social and Youth Services, CSAWS, the Probation Service and YOT;
-To have full knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for students;
-Ensure all Bromcom and CPOMS record are kept up to date;
-Maintain oversight of the attendance data for students, and plan interventions where necessary, by acting as the academies attendance officer

-To undertake appropriate professional development including adhering to performance appraisal policy and other staff policies;
-Attendance at appropriate staff meetings and parent's evenings;
-To liaise with the Business Engagement and Student Destinations Manager to identify students who have a higher or more urgent need for CIAG.

Support to Academy Ethos (this list is not exhaustive and should reflect the ethos of the academy)
-Promote and safeguard the welfare of students and young persons you are responsible for or come into contact with;
-Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
-Be aware of, support and ensure equal opportunities for all;
-Contribute to the overall ethos/work/aims of the academy;
-Attend and participate in relevant meetings as required;
-Participate in training and other learning activities and performance development as required;
-Assist with student needs as appropriate during the academy day.

Any other duties commensurate with the level of this post and as directed by the Chief Executive or Associate Principal or line management for the role.

Person Specification for Behaviour and Pastoral Lead

The person specification focuses on the knowledge, skills, experience and qualifications required to undertake the role effectively:

REQUIREMENTS The post holder must be able to demonstrate:	ESSENTIAL (E) or DESIRABLE (D) REQUIREMENTS
QUALIFICATIONS	
L3 qualifications or equivalent qualification or experience in a relevant discipline	E
EXPERIENCE	
Experience of working in an education setting committed to the inclusion agenda	D
Experience of working with students demonstrating SEMH issues and/or dealing with disadvantaged circumstances	E
KNOWLEDGE AND SKILLS	
Good ICT and record keeping skills	E
Good numeracy and literacy skills	E
Ability to work constructively as part of a team	E
Ability to relate well to young people and to adults	E
Excellent communication skills	E
Have the ability to deal with sensitive issues in a professional manner	E
Ability to prioritise effectively	E
Understand the need for confidentiality when appropriate and to ensure clear and sensitive communication	E
PERSONAL ATTRIBUTES	
Can build personal relationships with stakeholders, through regular contact and consultation	E
Can coach and empower Staff to take responsibility for ensuring appropriate support of SEMH students	D
A commitment to safeguarding learners in the academy	E
Can accept, support and quickly implement change	E
Can identify and promote best practice and encourage the sharing of ideas	E
Values the diversity of individuals, adaptable approach to meet individual needs and effectively utilise the diversity of team	E

members	
Works with others to resolve differences of opinion and resolve conflict	E
Previous experience working with families and/or multi-agency work	D

All offers are subject to up to date KCSIE regulatory clearance, including online checks, references and enhanced DBS checks