



<b>Job Title: Social, Emotional, Mental Health and Academic Support Worker (SEMH)</b>	<b>Grade: 7 (pending Job Evaluation)</b>
<b>Department: SEND</b>	<b>Accountable to: SENDCo Lead</b>
<b>Contractual Terms: Permanent</b>	<b>Responsible for: N/A</b>

### **Overall Purpose of the Job:**

As part of this specialist team, SEMH & Academic Support Worker plays an important role in helping to create a stimulating, safe and structured environment in which our students can realise their potential.

This role includes providing practical support for learning and other school activities, helping students to develop their academic, social and emotional skills. This will involve working with small groups and /or individual students in and out of the classroom. As a Wellbeing and Academic Learning Inclusion Support Worker, you will make considerable use of effective communication and conciliatory skills including the use of restorative practices with students, school staff and families. You will need to be experienced at managing difficult conversations, meetings and de-escalating challenging behaviour. You will have experience of working therapeutically with young people with complex Social Emotional and Mental Health needs.

### **Key Duties and Responsibilities:**

- To ensure families/ carers of students are regularly contacted and are involved in the identification of students needs, setting of targets and monitoring of progress in all areas. Students, families and school staff are provided with support and advice to achieve positive outcomes and meet the needs of young people
- Ensure students are engaged in all learning activities, learn effectively and make good progress
- Ensure students are supported and managed appropriately: during lessons, break times, lunchtimes; on school visits and activities
- Ensure that support is given to students and that they are successfully integrated into lessons after a period of supportive withdrawal from lessons and maintaining high expectations of all students.
- To provide individual assistance within small groups through implementing behaviour plans, individual education plans and teaching strategies etc., to maximise their achievements
- To contribute to plans, reviews and evaluations for students by writing reports on students'/ students progress and attendance at meetings
- To coordinate and manage the administration relating to inclusion and behaviour
- To liaise with the Pastoral team and SLT regarding referrals to the Inclusion/Wellbeing Suite
- To develop restorative practices with the students to ensure they are aware of the mistakes they have made and how they can prevent them from recurring.
- To support with the planning and delivery of interventions designed to support students with SEMH difficulties.

### **School/General-**

Take reasonable care of the health and safety of self, other persons and resources whilst at work.

As appropriate, to assist with the induction and mentoring of new staff within the remit of the role.

To undertake relevant training and development as required from time to time by the CEO/Co-Heads/Headteacher, and be involved in ongoing development reviews of skills and competencies.

To undertake any such duties commensurate with the post as directed by the CEO/Co- Head/Headteacher.

The postholder is required to uphold and promote the Trust's policy on Data Protection, being mindful of their responsibilities under the act in processing personal data and of the implications of unauthorised disclosure

The postholder is required to uphold and promote the Trust's policy relating to Equality of Opportunities and other policies designed to protect employees or stakeholders from harassment.

As part of the wider duties and responsibilities, the post holder is expected to promote and actively support the Trust's responsibilities towards safeguarding.

This post is subject to an Enhanced Disclosure and Barring Service Check for Regulated Activity.

#### **Additional Information**

- Undertake any such duties commensurate with the post as directed by the Co-Heads/Line Manager.
- As part of the wider duties and responsibilities, the post holder is expected to promote and actively support the school's responsibilities towards safeguarding.

A good knowledge and understanding of the General Data Protection Regulation (GDPR) and a willingness and commitment to ensure compliance of this regulation and any associated data-related legislation.

Develop and maintain an awareness of mental health issues affecting both colleagues and students/learners and in act in a supportive way that helps others and enables them to be open about any issues affecting them.

<b>Criteria</b>		<b>Essential/ Desirable</b>	<b>How Assessed</b>
<b>Qualifications:</b>	<p>Numeracy and Literacy skills to a level to assist students/learners with their work</p> <p>Education to A Level standard (or equivalent in a relevant discipline)</p>	<p>E</p> <p>E</p>	A/I
<b>Experience:</b>	<p>Relevant experience of working with children/young people with SEMH needs</p> <p>Experience of working within a School setting</p>	<p>E</p> <p>D</p>	A/I
<b>Knowledge and Statutory Requirements:</b>	<p>Understanding of child development and learning</p> <p>Understanding of strategies to support personalised learning and removal of barriers to learning</p> <p>Understanding and commitment to Equal Opportunities and how this relates to the duties of the post</p>	<p>E</p> <p>D</p> <p>E</p>	A/I
<b>Skills and Abilities:</b>	<p>Ability to assist the classroom teacher in short term planning and to record and monitor students'/learners' learning – specifically for those students/learners subject to the SEN Code of Practice</p> <p>Ability to relate to and communicate with children/young people and adults from diverse social backgrounds who will regularly be emotionally challenging</p> <p>Ability to use own initiative responding independently to unexpected problems and situations.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	A/I

	Ability to work with children/young people exhibiting behavioural difficulties	E	
	Ability to work as a team member	E	
	Effective use of ICT to support learning	E	
	Analytical, problem solving and judgemental Skills		
	Considerable empathy and the ability to read, anticipate and understand the needs, motivation, beliefs and desires of others		
<b>Mental Challenge:</b>	Ability to solve varied problems and plans over a short term	E	
<b>Additional:</b>	Understanding of relevant policies/codes of practice and awareness of relevant legislation	D	A/I
	Commitment to undertake further training/development	E	

#### **Responsibilities for Resources:**

**Physical Resources:** The post holder has some responsibility for the care, accuracy, confidentiality and security of student information.

#### **Responsibility for People:**

The role involves some direct impact on the well-being of people as a direct result of the tasks/duties undertaken. The post holder has a considerable direct impact on the well-being of students/learners.

#### **Responsibility for Policy Development:**

The post holder will have no direct responsibility for policy development within the Trust, other than contributing in policy consultation.

#### **Responsibility for Student Outcomes:**

The post holder has a considerable impact on the educational outcomes of students/learners.

#### **Working Conditions:**

The post holder works in an office environment some of the working day and will have some exposure to people issues throughout working day.

The post holder will work in an allocated section within the school, working on their feet for some of the day.

#### **Main Contacts:**

The post holder must always project a professional image when dealing direct with colleagues, governors, parents/carers and external bodies.

#### **Characteristics of the post:**

The employment checks required of this post are:

- Evidence of entitlement to work in the UK
- Evidence of essential qualifications
- Two satisfactory references

- Evidence of a satisfactory safeguarding check e.g. an Enhanced Disclosure and Barring Service Check for Regulated Activity
- Confirmation of medical fitness for employment as required
- Registration with appropriate bodies (where applicable)

**Date Completed:** 08/10/2020

**Signature of Post**

**holder:** .....

**Date:** .....

**This is a description of the job as it exists at present; All Trust Job Specifications are reviewed and are liable to variation in consultation with the post-holder in order to reflect future developments, roles and organisational change.**

**Please make sure that you can demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on our application form.**

**We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled candidates. We have tried to do this, but if you have a disability and identify any barriers in the job specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.**

**Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview, etc.**