

JOB DESCRIPTION

Role Title	Department	Reports to
SEND Support Worker (SEMH) - HLTA	SEND	SENCo

PURPOSE

To be responsible for the day-to-day operation of the SEND Base Reset Area. The post-holder will provide specialist support to student with Social, Emotional and Mental Health needs, helping them to regulate their behaviour, manage their emotional wellbeing and access learning. Working in close partnership with the SENCo, pastoral staff and teachers, the post-holder will also play a wider role in embedding SEMH-informed practice across the Academy.

DIMENSIONS

Direct Reports	Budget Responsibility
None	None

PRINCIPAL ACCOUNTABILITIES

SEND Base Reset Area

- Lead the day-to-day operation of the SEND Base Reset Area, ensuring it is a safe, calm and purposeful environment for students with SEMH needs.
- Manage the deployment and timetabling of the Reset Area in liaison with the SENCo and pastoral team, maintaining accurate records of student attendance and use.
- Develop and maintain consistent routines, structures and resources within the Reset Area that support emotional regulation and re-engagement with learning.
- Ensure the Reset Area reflects current best practice in SEMH provision and is aligned with the Academy's SEND and behaviour policies.

Direct Support for Students with SEMH Needs

- Provide high-quality, targeted support to individual students and small groups with identified SEMH needs, including those with Education, Health and Care Plans (EHCPs).
- Use evidence-based strategies to help students understand and regulate their emotions, build resilience and develop positive coping strategies.
- Deliver planned interventions and therapeutic activities under the direction of the SENCo, adapting approaches to meet individual needs.
- Build trusted, professional relationships with students, acting as a consistent and reliable point of contact during periods of difficulty.
- Support students to transition back into mainstream lessons, working collaboratively with teaching staff to ensure successful reintegration.

Collaboration & Liaison

- Liaise closely with the SENCo, Heads of Year, teaching staff and external agencies to ensure a coherent and joined-up approach to each student's support.
- Contribute to the development and review of EHCPs, Individual Support Plans and risk assessments for students with SEMH needs.
- Attend and contribute to multi-agency meetings, SEND reviews and pastoral meetings as required.
- Maintain regular and professional communication with parents and carers, sharing progress and strategies to support continuity between home and school.

Monitoring, Tracking & Reporting

- Monitor and record the progress of students accessing SEMH provision, tracking both academic engagement and social and emotional development.
- Contribute to the evaluation of provision effectiveness, providing written reports and verbal updates to the SENCo and Senior Leadership Team.
- Maintain accurate, up-to-date records in the Academy's management information system, including incident logs, intervention records and EHCP evidence.

Modelling & Staff Development

- Model SEMH-informed approaches and de-escalation strategies to colleagues, acting as a resource for staff seeking guidance on supporting students with SEMH needs.
- Share knowledge of current SEMH research and best practice with the wider team, contributing to a whole-school culture of understanding and empathy.
- Support the induction of new staff in understanding the needs of students with SEMH difficulties.

Other Duties

- To work as an effective member of a team and to always promote teamwork
- Observe good working practices and current health and safety regulations
- Observe and adhere to all Policies, Procedures and Regulations

- To carry out any other reasonable duties as requested by your Line Manager, a member of the Leadership team or the Headteacher.

PERSON SPECIFICATION

Qualifications/Education/ Training	<ul style="list-style-type: none">• GCSE English and Maths at Grade C/4 or above, or equivalent (E)• HLTA status or Level 4 qualification in Supporting Teaching and Learning or equivalent (D)• Specialist qualification or accredited training in SEMH, mental health, therapeutic approaches or related field (e.g. ELSA, Thrive, Drawing and Talking) (D)• Evidence of substantial continuing professional development relevant to SEND or SEMH (D)
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Knowledge/Experience	<ul style="list-style-type: none"> • Significant experience of working with young people with SEMH needs in a school, care or therapeutic setting (E) • Good knowledge of SEMH and evidence-based strategies for emotional regulation and co-regulation (E) • Understanding of the SEND Code of Practice, EHCPs and statutory duties relating to SEND (E) • Experience of delivering structured SEMH interventions or therapeutic activities with young people (E) • Experience of monitoring and reporting on pupil progress and provision effectiveness (D) • Knowledge of trauma-informed practice and its application in a school setting (D) • Experience of working with external agencies, including CAMHS, Educational Psychologists or social care (D)
Technical/Business Skills/Ability	<ul style="list-style-type: none"> • Competent in the use of IT for record-keeping, reporting and communication (E) • Ability to produce clear, detailed written records, reports and provision plans (E) • Familiarity with SIMS or similar school management information systems (D)
Particular Aptitude/Personal Skills Required	<ul style="list-style-type: none"> • Highly empathetic, with an ability to build safe and trusting relationships with vulnerable young people (E) • Emotionally resilient, with a high degree of self-awareness and the ability to manage the emotional demands of the role (E) • Confident in modelling best practice and sharing expertise with colleagues in a professional and constructive way (E) • Excellent interpersonal and communication skills, able to work effectively with students, staff, families and external agencies (E) • Ability to work with a high degree of initiative and professionalism, taking responsibility for the operation of a specialist provision (E) • Excellent attendance and punctuality (E)

Associate Staff Standards

We as Trust colleagues, make upholding the reputation and standards of the Trust and the School our first concern, and are accountable for achieving the highest possible standards in our work and conduct. Our Job Descriptions define the behaviour and attitudes required. We act with honesty and integrity; have strong subject knowledge, keep our knowledge and skills up to date and are self-critical; forge positive professional relationships and work with parents/carers, visitors and outside agencies in the best interests of students.

Personal and Professional Conduct

A colleague is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct for all Trust employees;

We uphold public trust and maintain high standards of ethics and behaviour, within and outside School, by:

- Treating students, colleagues, visitors and parents/carers with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to our position;
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions;
- Showing tolerance of and respect for the rights of others;
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law;
- Maintaining high standards of confidentiality and acting with integrity at all times.

I hereby confirm that I have received a copy of the above job description

PRINT: SIGNED: