



Support Service Team

SEND Team/SFL

Job Title:

SEMH/Behaviour Coach (SEND Team)

Grade:

5DT Grade 6

Post Objective:

To work within the Support for Learning (SfL) team to provide the specific support for students identified with Education, Health and Care Plans (EHCPs), SEND Support Plans (SSPs) or with identified SEMH/ADHD/ASD and associated Special Educational Needs as specified by the SENCO.

Be responsible for promoting de-escalation techniques and emotional regulation with identified students through the development of trusting, positive relationships and consistent and restorative approaches.

Be responsible for working with students, pupils and parents/carers to develop an understanding of the social, emotional and mental health needs of the students with whom you are working and the ways in which students, pupils and parents/carers can support successful outcomes for these students.

Be responsible for the implementation, monitoring and evaluation of relevant interventions recorded on EHCPs and SEND Support Plans, and the adaptation of plans as required.

Accountable to:

SENCO (Line Manager)

Support for students

- Recognise the signs/trigger and signals that indicate children are feeling dysregulated and respond with appropriate solutions to assist them in regulating their own behaviour
- Devise an action plan to work on strategies with a student to help him/her manage their own behaviour and regulate their emotions and to communicate their difficulties to an adult
- Work directly with identified students to support their curriculum progress in a variety of settings including one-to-one, small group and in-class support. This may include work in response to situations that arise on a day-to-day basis in addition to planned activities
- Ability to design and deliver 1-1/small group intervention sessions related to SEMH provision as identified in the EHCP eg: interactions with peers/building self-esteem/ understanding non-verbal cues/developing healthy relationships with others/anger management
- Work directly with students, staff and parents/carers to develop an understanding of a child's difficulties and how we might work to support the child using evidence-based practice
- Be aware of the specific SEN of named students you are working with
- Reinforce good learning habits and encourage independent learning
- Use a Zones of Regulation approach to help students regulate their own behaviour
- Build and maintain successful relationships with students and parents/carers, acting as a role model and showing an awareness of the challenges associated with accommodating individual needs within a mainstream setting
- Developing appropriate relationships with young people that foster trust and the ability to influence them to make positive choices about their learning and behaviour



	<ul style="list-style-type: none"> ▪ Evaluate the progress of the children you are working with and report to the SENCO/parents & carers/other professionals as appropriate ▪ Promote inclusion and acceptance, by being consistent in demonstrating respect and consideration for all students ▪ Raise student confidence and enhance self-esteem ▪ Encourage students to maintain focus and motivation in lessons ▪ Work with parents/carers to promote positive behaviour ▪ Supervise and support the named student, ensuring their safety and access to learning
Support for the Teacher	<ul style="list-style-type: none"> ▪ Liaise with and advise staff on the implementation of effective de-escalation and behaviour management strategies to help children to engage/re-engage with their learning in lessons ▪ Work collaboratively with the subject teacher to ensure the correct adaptive teaching strategies and reasonable adjustments are in place for the student ▪ Be aware of the student's needs, progress and achievements and provide feedback to the Subject Teacher, SENCo and Progress Leader where applicable ▪ Work collaboratively with the subject teacher to manage the behaviour of identified students ▪ Be involved in keeping records and evaluating identified students' progress ▪ Work with external agencies or professionals, where appropriate to enhance student learning
Support for the Curriculum	<ul style="list-style-type: none"> ▪ Design, implement and evaluate interventions and strategies that promote engagement with the curriculum for identified students ▪ Encourage and support students to develop their readiness-for-learning skills ▪ Encourage and support students to develop their literacy and numeracy skills
Support for the Academy/School	<ul style="list-style-type: none"> ▪ Demonstrates experience of professional development in behaviour, mental health, developmental trauma, and evidence-based interventions for students ▪ Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person ▪ Be aware of and support differences and ensure all students have equal access to opportunities to learn and develop ▪ Contribute to the overall ethos, work and aims of the school ▪ Appreciate and support the role of other professionals ▪ Attend and participate in relevant meetings as required ▪ Participate in training related to Evac chair, and personal hygiene, as required ▪ Assist with the supervision of students out of lesson times ▪ Accompany teaching staff and students on visits, trips and out of school activities as required <p>Other responsibilities as reasonably requested and commensurate with the grading of the post</p>

This job description reflects the principal accountabilities of the post holder and identifies the level of responsibility as which they will be required to work. In the interests of effective working, the major tasks may be reviewed on an annual basis to reflect changing business needs and circumstances. Such reviews, and any consequential changes, will be carried out in conjunction with the post holder. It does not form part of your contract of employment.

The 5 Dimensions Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.



PERSON SPECIFICATION

ATTRIBUTE	Essential (E) or Desirable (D)	Assessment
Qualifications		
Level 2 passes in English & Mathematics and/or literacy & numeracy	E	A
Evidence of a sound level of education	E	A
Relevant professional qualification or another accreditation	D	A
Experience and Skills		
Experience of working with SEND students	E	A/I
Experience of working with children with an SEMH diagnosis and/or ASD	E	A/I
Experience of working with children who can become dysregulated and who have difficulty managing their SEN	E	A/I
Experience of working with students who struggle to follow the routines and expectations of the school	E	A/I
Working knowledge/experience of supporting children/yp who have a SEND Support Plan/EHCP	E	A/I
Experience of working with children with ADHD/ASD	E	A/I
Experience in supporting students in sporting/physical activity sessions would be desirable.	E	A/I
Personal Qualities		
Ability to communicate effectively, both verbally and in writing to individuals, small groups, and whole classes	E	A/I/T
Ability to connect and relate to young people	E	A/I/T
Skilfully support young people to use a wide range of de-escalation strategies to support them to manage their behaviour at times of crisis	E	A/I
To be able use your own initiative, to re-engage and re-establish communication with students with barriers to learning	E	A/I
Ability to manage change and to adapt to unexpected demands and resilience to working in challenging environments	E	A/I
Ability to work with a diverse range of individuals	E	A/I
Written Skills- proven ability to use clear, concise language specific for the purpose and audience	E	A/I
Be able to use ICT effectively	D	A/I
Personal Attributes		
Demonstrate and adhere to 5 Dimensions core values	E	J
Adhere to GDPR guidelines and the Trust's internal procedures	E	I
Adhere to the Trust's Safeguarding and Prevent policy	E	I
Adhere to Health and Safety Policy	E	I
Commitment to own professional development	D	I/A



Commitment to keeping abreast of COSHH/health and safety legislation	E	I
Commitment to equality and diversity in the workplace	E	I

A = Application
I = Interview
T = Task/Activity
R = References

I confirm that I have received a copy of the above job description for this role.

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Date

Signature