

## JOB DESCRIPTION

<b>Job Title</b>	SEMH Teacher
<b>Grade/Scale</b>	MPS/UPS
<b>Responsible To</b>	Assistant Headteacher - SEND
<b>Job Family</b>	Inclusion
<b>Job Purpose</b>	To lead SEMH teaching provision for vulnerable students, creating an inclusive and supportive environment that promotes attendance, engagement in learning, and academic progress.
<b>Accountabilities/Main Responsibilities</b>	
	<ul style="list-style-type: none"> <li>• Lead the day-to-day operation of a small-group SEMH learning provision, ensuring a safe, structured and inclusive environment</li> <li>• Deliver targeted teaching and intervention to small groups of students, with a focus on re-engagement, regulation and accelerated progress rather than whole-class delivery</li> <li>• Implement strategies to improve attendance, engagement and progress for vulnerable students, particularly in Year 11</li> <li>• Ensure learning is aligned to the core curriculum and supports GCSE readiness, with adapted content to meet individual learning needs and gaps</li> <li>• Plan and sequence learning that is highly responsive, focused on core skills, and designed to rebuild confidence and close gaps in learning</li> <li>• Use a range of intervention strategies to re-engage students with learning, regulate behaviour and support sustained participation in education</li> <li>• Build strong, professional relationships to reduce barriers to learning and promote positive engagement</li> <li>• Provide tailored academic support, mentoring and structured intervention based on individual need</li> <li>• Monitor attendance, engagement and behaviour closely, responding quickly to changes or concerns</li> <li>• Work closely with pastoral staff, SENCO, Inclusion Coordinator and subject teachers to coordinate support and ensure consistency of approach</li> <li>• Liaise with external agencies to secure additional targeted support where required</li> <li>• Track and monitor progress using data to inform intervention planning and next steps</li> <li>• Contribute to review meetings, including EHCPs and multi-agency discussions where appropriate</li> <li>• Maintain clear and professional communication with parents and carers regarding progress, engagement and support strategies</li> <li>• Provide practical guidance to support learning beyond the classroom environment</li> <li>• Maintain a well-structured and predictable learning environment that prioritises regulation, engagement and readiness to learn</li> <li>• Ensure resources are used effectively to support both academic progress and emotional readiness for learning</li> </ul>

<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate.</li> <li>• Maintain confidentiality regarding issues concerning children, including information about family background/circumstances.</li> </ul>
<b>Systems and Information</b>	<ul style="list-style-type: none"> <li>• Maintain accurate and up-to-date records relating to attendance, behaviour, progress and interventions, using school systems effectively</li> <li>• Use assessment, attendance and behaviour data to inform planning, intervention and reporting</li> <li>• Ensure all record-keeping complies with safeguarding, confidentiality and data protection requirements</li> <li>• Contribute to timely and robust reporting for meetings, reviews and statutory processes</li> <li>• Use school systems to support communication, monitoring and accountability within the SEMH provision</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Communicate high academic expectations clearly to students, reinforcing purpose, progress and examination readiness</li> <li>• Share assessment information, learning priorities and progress data effectively with colleagues to support coherent curriculum delivery</li> <li>• Contribute to professional dialogue with subject teachers to ensure learning within the SEMH provision aligns with GCSE specifications and departmental standards</li> <li>• Provide clear, structured academic feedback to students to support progress, self-reflection and independence in learning</li> <li>• Communicate student attainment, progress and next steps clearly to parents and carers, supporting learning beyond the classroom</li> <li>• Liaise with SENCO, Inclusion and subject leads to ensure appropriate academic adjustments and support are in place</li> <li>• Maintain accurate, timely written communication relating to academic provision, interventions and outcomes</li> <li>• Engage professionally in meetings, reviews and multi-disciplinary discussions with a clear focus on academic progress and outcomes</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>• To comply with the Trust's policies and supporting documentation in relation to Information Governance, this includes Data Protection, Information Security and Confidentiality.</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>• Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety Policy and Procedure.</li> <li>• To work with colleagues and others to maintain health, safety and welfare within the working environment.</li> </ul>

<b>Equalities</b>	<ul style="list-style-type: none"><li>• We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities.</li><li>• Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement.</li><li>• Develop own understanding of equality issues.</li></ul>
<b>Flexibility</b>	<ul style="list-style-type: none"><li>• Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances.</li><li>• Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager.</li><li>• Permanent &amp; significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures.</li></ul>
<b>Customer Service</b>	<ul style="list-style-type: none"><li>• The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.</li><li>• The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</li><li>• Understand your own role and its limits, and the importance of providing care or support.</li></ul>

## PERSON SPECIFICATION

<b>Job Title</b>	SEMH Teacher	
<b>Grade/Scale</b>	MPS/UPS	
<b>Responsible To</b>	Assistant Headteacher - SEND	
<b>Job Family</b>	Inclusion	
	<b>Essential</b>	<b>Desirable</b> (if not attained, development may be provided for successful candidate)
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS)</li> <li>• Degree or equivalent qualification</li> <li>• Evidence of relevant CPD in SEMH, SEND or inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Additional qualifications in SEND, SEMH or pastoral support</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of teaching students with SEMH needs or within an inclusion setting</li> <li>• Experience of delivering targeted intervention or small-group teaching</li> <li>• Experience of supporting vulnerable or disengaged learners to re-engage with education</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with Year 11 students and supporting GCSE readiness</li> <li>• Experience of multi-agency working (e.g. EHCP reviews, external services)</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Strong understanding of SEMH needs and barriers to learning</li> <li>• Knowledge of strategies to support behaviour regulation and emotional wellbeing</li> <li>• Understanding of adaptive teaching and curriculum modification for SEND learners</li> <li>• Knowledge of assessment, tracking and data-informed intervention strategies</li> <li>• Understanding of safeguarding, child protection and statutory processes (e.g. EHCPs)</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of GCSE curriculum requirements and exam readiness</li> </ul>
<b>Skills &amp; Competencies</b>	<ul style="list-style-type: none"> <li>• Ability to plan and deliver highly responsive, personalised learning</li> <li>• Strong behaviour management and de-escalation skills</li> <li>• Ability to build positive, professional relationships with vulnerable students</li> <li>• Skilled in using data to monitor progress and inform next steps</li> <li>• Effective communication with students, staff, parents and external agencies</li> <li>• Ability to work collaboratively with pastoral, SEND and curriculum teams</li> <li>• Ability to create a structured, predictable and safe learning environment</li> <li>• Strong organisational skills, including record keeping and reporting</li> <li>• Ability to motivate and re-engage disengaged learners</li> </ul>	

<b>Personal Attributes</b>	
<ul style="list-style-type: none"><li>• Resilient, patient and emotionally intelligent</li><li>• Committed to inclusion, equity and improving outcomes for vulnerable learners</li><li>• High expectations of behaviour, attendance and academic achievement</li><li>• Reflective practitioner with a commitment to continuous improvement</li><li>• Flexible and adaptable in response to student needs and provision demands</li><li>• Professional integrity and commitment to safeguarding</li></ul>	