



<b>JOB DESCRIPTION</b>	
<b>Post Title</b>	<b>Specialist Teacher - Social, Emotional and Mental Health (SEMH)</b>
<b>Salary Band/Range</b>	MPS/UPS + SEN allowance
<b>Responsible to</b>	Mr Nicholas Halligan
<b>Location</b>	Arden Multi Academy Trust (working across our secondary schools)
<b>DBS Check</b>	Yes
<b>Special Conditions</b>	<p>This is an essential car user post as the demands of the job make it operationally essential and there is a contractual requirement to make a suitable vehicle available to ensure the requirements of the job can be carried out effectively.</p> <p>Applicants must be able to drive, have a driving licence (Business Use Insurance will be required) and be a car owner, however for disabled applicants, reasonable adjustments will be made where required.</p>

## **JOB PURPOSE**

To work effectively across Arden Multi Academy Trust in an advisory, training, monitoring, assessment and teaching capacity, supporting schools to meet the needs of children and young people with SEND.

The post holder will work as part of the Trust SEND and Inclusion Team to build capacity in schools, strengthen inclusive practice, support individual pupils where required, and help ensure that children and young people with SEND are able to access learning, participate fully in school life and make strong progress.

The role will involve working directly with schools, pupils, families and external professionals to provide specialist advice, assessment, planning, intervention and training.

## **KEY RESPONSIBILITIES**

### **Main Duties**

- To empower and enable schools within the Trust to meet the needs of children and young people with SEND by building staff knowledge, skills, confidence and understanding.
- To support schools in ensuring that the special educational needs of children and young people are identified, understood and met effectively.
- To promote inclusion across Arden Multi Academy Trust, supporting the Trust's vision, values and commitment to ensuring that every child belongs, participates and achieves.
- To work with school leaders, SENCOs, pastoral teams, teaching staff and support staff to strengthen ordinarily available provision and high-quality inclusive classroom practice.
- To support families and partner agencies through a person-centred, team around the child approach, helping to improve outcomes for children and young people with SEND.



- To work collaboratively with colleagues within and beyond Arden Multi Academy Trust to ensure that schools have access to appropriate advice, support and services.
- To assess the needs of children and young people with SEND in school settings, and at home or other appropriate settings where required.
- Visiting schools and settings to advise on:
  - curriculum access, adaptation and reasonable adjustments
  - individual learning plans, pupil profiles and support plans
  - teaching strategies and classroom practice
  - social, emotional and mental health needs
  - communication and interaction needs
  - sensory, physical and wider barriers to learning
  - the implications of SEND for teaching, learning, behaviour, attendance and inclusion
  - direct work or teaching with individual pupils or small groups where appropriate
- To ensure that the views, wishes and feelings of children and young people are sought, recorded and considered in assessment, planning and review.
- To provide specialist assessments, advice and individual pupil SEND plans where required.
- To contribute to statutory assessments for Education, Health and Care Plans and to annual reviews of Education, Health and Care Plans where appropriate.
- To support schools in planning effective strategies, reviewing provision and monitoring the progress of children and young people with SEND.
- To use assessment information, pupil progress evidence and professional judgement to advise those responsible for the education and support of the child or young person.
- To provide training, coaching and modelling for schools, settings and other professionals on:
  - identifying SEND
  - understanding barriers to learning
  - adapting teaching and learning
  - supporting independence
  - developing inclusive classroom routines
  - using specialist strategies and approaches
  - improving outcomes for pupils with SEND
- To support and develop the skills, knowledge and confidence of teaching assistants, inclusion support practitioners and other staff working with children and young people with SEND.
- To work collaboratively with families, school staff, external professionals and voluntary organisations in a person-centred, team around the child approach.
- To maintain appropriate records in line with Trust and school procedures, including:
  - individual pupil records and plans
  - evidence of progress, achievement and provision
  - records of involvement, visits and advice
  - records of assessments
  - records of meetings and joint working with professionals and families
  - written advice for reviews, meetings, statutory assessments and multi-agency processes
- To produce clear, accurate and timely written advice for reviews, case discussions, statutory assessments and other relevant meetings.



- To maintain up-to-date knowledge of best practice in education, particularly in relation to SEND, inclusion, social, emotional and mental health needs, adaptive teaching and evidence-informed intervention.
- To support Trust-wide developments in SEND, inclusion and ordinarily available provision.
- To contribute to the development of Trust systems, guidance, templates and approaches that promote consistency and high-quality SEND practice across schools.
- To use ICT systems effectively for assessment, recording, communication, reporting and administrative purposes.
- To adhere to Trust and school-working practices, methods and procedures, while responding positively to new systems and ways of working.
- To undertake relevant training and development activities to maintain and strengthen professional knowledge and practice.
- To undertake any reasonable additional duties as determined by the line manager, Headteacher or Trust leadership team, commensurate with the grade and purpose of the role.

### **People**

- To work collaboratively with school leaders, SENCOs, teachers, teaching assistants, pastoral staff, inclusion teams and Trust colleagues.
- To build positive and professional relationships with children, young people, families and external partners.
- To provide advice, guidance, training and coaching to staff across the Trust.
- To support schools in developing staff confidence and capacity to meet a wider range of SEND needs within mainstream provision.
- To contribute to a positive Trust culture based on inclusion, belonging, high expectations and shared responsibility for pupil outcomes.
- To participate fully in performance management, supervision, professional reflection and target-setting arrangements.

### **Safeguarding**

- Arden Multi Academy Trust is committed to keeping children, young people and vulnerable adults safe. The post holder is responsible for promoting and safeguarding the welfare of the children, young people and vulnerable adults for whom they are responsible or with whom they come into contact.
- To follow Trust and school safeguarding policies and procedures at all times.
- To work closely with Designated Safeguarding Leads and relevant school staff where concerns arise about a child or young person.
- To ensure that safeguarding concerns identified through assessment, direct work, family contact or school visits are recorded and shared promptly with the appropriate safeguarding lead.
- To understand how SEND, vulnerability, attendance, behaviour, family context and safeguarding may interact.
- To ensure that the voice and lived experience of the child are central to assessment, planning and support.

### **Financial**



- To work within allocated budgets and in accordance with Trust and school policies and procedures concerning the use of resources.
- To make appropriate and proportionate use of Trust resources when supporting pupils, families and schools.
- To ensure that any requests for additional resources, equipment, assessments or support are evidence-based and follow agreed Trust procedures.

### **Buildings & Equipment**

- To ensure the safe and proper use of Trust and school buildings, workspaces, resources, equipment and ICT systems.
- To ensure that any space used for pupil work, family meetings or professional discussions is appropriate, accessible and confidential.
- To ensure that confidential files and records, both manual and electronic, are kept secure inside and outside school settings.
- To use Trust systems and equipment responsibly and in line with data protection, safeguarding and information security requirements.
- To report any concerns about the suitability, safety or accessibility of workspaces or equipment to the appropriate school or Trust leader.

### **Health & Safety**

- The post holder will be responsible for their own health and safety and must also consider the health and safety of pupils, families, colleagues and others with whom they come into contact.
- All duties and responsibilities must be carried out in line with the specific requirements detailed in the Trust's Health and Safety policies.
- To follow agreed procedures for lone working, home visits, off-site work and travel between Trust schools.
- To ensure that any direct work with children and young people is planned and carried out safely.
- To report any health and safety concerns in line with Trust and school procedures.

### **Policies & Procedures**

- The post holder will be accountable for ensuring that they are aware of relevant Arden Multi Academy Trust and school policies.
- All duties and responsibilities must be carried out in line with the appropriate Trust and school policies and procedures.
- To comply with policies relating to safeguarding, SEND, inclusion, behaviour, attendance, confidentiality, information sharing, data protection, equality, diversity and health and safety.
- To contribute to the review and development of Trust SEND and inclusion procedures, guidance and practice where appropriate.

### **OTHER CONDITIONS**

#### **Mobility and Special Conditions**

- The post holder may be required to work across any school or site within Arden Multi Academy Trust.



- The post holder may be required to attend meetings, visits, reviews or case discussions at different schools, family homes, partner agencies or other appropriate locations.
- Occasional evening or weekend work may be required, for example for home visits, family meetings, annual reviews, supporting vulnerable children and families, or helping pupils access wider provision.
- The post holder must be able to travel effectively between Trust schools and other locations as required.
- Where the post holder uses their own vehicle for work purposes, they must ensure that they have appropriate business insurance.
- The post holder may exceptionally be required to transfer to any post appropriate to their grade at such a place within the service of the Trust as may be required.
- The post holder may be required to support pupils and families in accessing appropriate provision, meetings or activities, in line with Trust policy, safeguarding procedures and insurance requirements.

### **Equal Opportunities**

Arden Multi Academy Trust is committed to Equal Opportunities and expects all staff and volunteers to recognise and value difference and to treat everyone with dignity and respect.

The post holder is expected to promote equality, diversity and inclusion in all aspects of their work with children, young people, families, colleagues and partner agencies.

### **Variations to Job Descriptions**

Due to changing school and Trust demands, duties and responsibilities are likely to vary from time to time.

Arden Multi Academy Trust therefore retains the right to amend job descriptions to reflect changing requirements, following appropriate consultation.

### **Training and Development**

Arden Multi Academy Trust is committed to the personal and professional development of the individual.

The post holder will be encouraged to identify job-related development needs and participate in relevant training.

The post holder will be expected to keep their knowledge and practice up to date, particularly in relation to SEND, inclusion, safeguarding, adaptive teaching, statutory guidance and evidence-informed practice.



PERSON SPECIFICATION	
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	<b>Essential Criteria</b>	<b>Desirable Criteria</b>	<b>Measured By</b>
<b>Education &amp; Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified teacher status</li> </ul>		Application Form Certificates
	<ul style="list-style-type: none"> <li>Evidence of recent professional development in the area of Special educational Needs</li> </ul>	<ul style="list-style-type: none"> <li>Postgraduate qualification SEMH or an appropriate area of Special Educational Needs.</li> </ul>	Application Form Certificates
<b>Experience &amp; Knowledge</b>	<ul style="list-style-type: none"> <li>Substantial and successful experience of working with children with SEMH at Primary and/or Secondary age</li> </ul>	<ul style="list-style-type: none"> <li>Experience and confidence in planning and delivering training</li> </ul>	Application Form/ Interview
	<ul style="list-style-type: none"> <li>A thorough knowledge of the barriers to learning that pupils with special educational needs including SEMH may experience and an understanding of effective teaching and learning strategies.</li> </ul>		Application Form/ Interview



	<b>Essential Criteria</b>	<b>Desirable Criteria</b>	<b>Measured By</b>
	<ul style="list-style-type: none"> <li>• Experience and confidence in assessing and teaching children and young people with difficulties in the areas of social, emotional and mental health.</li> </ul>		Application Form/ Interview/ Test
	<ul style="list-style-type: none"> <li>• Experience of multi-agency working</li> </ul>		Application Form/ Interview
	<ul style="list-style-type: none"> <li>• Experience and confidence in advising others on strategies to meet the needs of children with a range of SEND.</li> </ul>		Application Form/ Interview
	<ul style="list-style-type: none"> <li>• Ability to plan and deliver training</li> </ul>		Application Form/ Interview/ Test
	<ul style="list-style-type: none"> <li>• Knowledge of schools' responsibilities in relation to pupils with SEND</li> </ul>		Application Form/ Interview
	<ul style="list-style-type: none"> <li>• Knowledge of current legislation and guidance, national and local, in the field of SEND</li> </ul>		Application Form/ Interview
<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• Ability to communicate complex and sensitive information effectively in writing and orally</li> </ul>		Application Form/ Interview
	<ul style="list-style-type: none"> <li>• Ability to make sound judgements and decisions</li> </ul>		Application Form/ Interview/ Test
	<ul style="list-style-type: none"> <li>• Effective time management and organisational skills including the ability to manage a caseload</li> </ul>		Interview/ Test
	<ul style="list-style-type: none"> <li>• Ability to appropriately support and challenge SENCOs, school leaders and professionals in education and other organisations</li> </ul>		Application Form/ Interview
	<ul style="list-style-type: none"> <li>• Self motivated with the ability to work both as a team member and alone</li> </ul>		Application Form/ Interview/ Test



	<b>Essential Criteria</b>	<b>Desirable Criteria</b>	<b>Measured By</b>
	<ul style="list-style-type: none"> <li>Ability to understand, interpret and use data to inform planning and action</li> </ul>		Application Form/ Interview
<b>Other Requirements</b>	<ul style="list-style-type: none"> <li>Applicants must be able to drive, have a driving licence (Business Use Insurance will be required) and be a car owner, however for disabled applicants, reasonable adjustments will be made where required.</li> </ul>		Interview Licence