



STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

SEMH SPECIALIST

JOB DESCRIPTION

JOB PURPOSE:

To create outstanding organisations that promote educational excellence, character development and service to communities.

JOB SUMMARY:

1. Support the implementation of the All Stars Succeed strategy within selected schools where rapid improvements are required.
2. Provide operational practice (on-site) support to schools with complex pupil cases where presentation of need is challenging behaviour/identified SEMH.
3. Ensure sustained improvement by implementing instructional coaching with pastoral leaders and support staff.
4. Be an expert in supporting pupils with Social Emotional and Mental Health (SEMH) needs and develop strategies to support these pupils across the Trust.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1. Strategy and Policy Implementation

- 1.1 Support school leaders to develop sustainable strategies for working with the most vulnerable SEMH learners and to support the implementation of All Stars Succeed.
- 1.2 Model compassionate consistency when working with SEMH learners.
- 1.3 Contribute to the development of policy, procedures and embed best practice at a strategic and operational level for SEND in all Star schools.
- 1.4 Source and support schools to deliver accredited training packages for research driven interventions to support SEMH learners.
- 1.5 Develop and implement the toolkit which supports SEMH provision in Star schools.
- 1.6 Support schools to work with the most vulnerable learners and provide strategies and advice for individual pupils with SEMH needs.
- 1.7 Ensure the smooth running and any future development of the Social Emotional Mental Health In-School Inclusion Provision (SEMH ISIP).

2. School Improvement and Modelling

- 2.1 Develop understanding of SEMH across the trust and support schools to develop strategies and pedagogies that support good progress for SEMH learners.
- 2.2 Support schools to develop their quality assurance processes for the identification of SEMH and the implementation of relevant strategies and support materials.
- 2.3 Be a role model for leaders and support staff in terms of compassionate consistency.

3. SEMH Interventions

- 3.1 Design and deliver an induction programme to new support staff such as impact centre managers and ISIP staff for new schools and academies.
- 3.2 Design and deliver school-based and Trust-wide training e.g. de-escalation techniques, relational practice.
- 3.3 Lead and deliver intensive SEMH intervention support at identified schools.
- 3.4 Ensure inclusive and effective provision for pupils who struggle with self-regulation.
- 3.5 Develop strategies and practice to be used within the model for the SEMH ISIP offer targeted early specialist intervention with the primary aim of reintegrating pupils back into mainstream lessons.
- 3.6 Advise and provide operational support with assessing pupils who present with SEMH.

4. Relationships and Partnerships

- 4.1 Develop strong relationships and effective working arrangements with Trust and school staff.
- 4.2 Work in close collaboration with the Trust Education Psychologist and the Trust provider for Speech and Language therapy.
- 4.3 Motivate and enable SEND leaders to carry out their roles to the highest standard through coaching and professional development.
- 4.4 Establish effective partnerships with relevant professional organisations and networks and encourage the participation of leaders and teachers where this will lead to improved outcomes for pupils.

5. Accountability

- 5.1 Be accountable to the SEND Improvement Lead for SEMH outcomes within the schools.
- 5.2 Report on a daily basis and as required to the SEND Improvement Lead.

6. Other Responsibilities

- 6.1 Continuously develop own professional practice and keep up to date with all relevant policy developments.
- 6.2 Contribute to the wider work of the Trust, its schools and its communities through partnership working, sharing of expertise and knowledge and voluntary out of hours work.
- 6.3 Exercise a Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.
- 6.4 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 6.5 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 6.6 Contribute to the wider life of the Trust and the Star community.

6.7 Carry out any such duties as may be reasonably required by the Trust.

7. Special Conditions

7.1 Be flexible to travel throughout the northern regions: Lancashire, Greater Manchester and West Yorkshire.

8. Records Management

8.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.



Star

STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

PERSON SPECIFICATION

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview/ Task
QUALIFICATIONS				
1.	A degree qualification.	E	✓	✓
2.	Qualified Teacher Status.	D	✓	✓
3.	Qualified SENDCo.	D	✓	✓
4.	Qualified specialist assessor.	D	✓	✓
5.	Evidence of continued professional development in behaviour management.	E	✓	✓
6.	Team Teach qualified.	D	✓	✓
EXPERIENCE				
7.	Experience of working in a PRU, special school or an SEMH provision in a mainstream setting.	E	✓	✓
8.	Substantial experience working with pupils with challenging behaviours and/or SEMH with a proven track record of securing a successful and positive culture in schools.	E	✓	✓
9.	Proven experience of supporting pupils with complex SEMH to succeed in mainstream education.	E	✓	✓
10.	Experience of delivering evidence-based interventions which support pupils social, emotional and mental health.	E	✓	✓
11.	Team Teach Practitioner or Trainer.	D	✓	✓
12.	Experience of delivering staff training with impact.	E	✓	✓
13.	Coaching and mentoring colleagues.	E	✓	✓
14.	Able to demonstrate substantial and successful behavioural change.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
15.	Experience in the analysis of performance data and its use to provide targeted support for young people.	E	✓	✓
16.	Proven experience of effective collaborative Multi-Agency working and stakeholder engagement.	E	✓	✓
17.	Experience of designing and delivering effective professional development.	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
18.	Up to date knowledge in SEMH including national policy, pedagogy, curriculum, assessment, SEND, classroom management strategies, inspection findings and statutory requirements.	E	✓	✓
19.	Knowledge and understanding of key partnerships and processes that meet the needs of children and young people.	E	✓	✓
20.	A profound understanding of the elements which comprise effective SEMH management.	E	✓	✓
21.	The skills and knowledge to design effective professional development programmes and materials.	E	✓	✓
22.	The ability to self-manage time across a number of schools and work independently.	E	✓	✓
23.	Excellent interpersonal and communication skills.	E	✓	✓
24.	Well-developed coaching and mentoring skills.	E	✓	✓
25.	The ability to embrace, adopt and put in to practice the Trust's approach to managing SEMH.	E	✓	✓
26.	The ability to develop, maintain and nurture positive professional relationships and work effectively with staff of varying experience.	E	✓	✓
27.	The ability to analyse performance data and use it to secure improvement.	E	✓	✓
28.	The ability to write concise and accessible reports.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
PERSONAL QUALITIES				
29.	An outstanding SEMH practitioner with unconditional positive regard for young people.	E	✓	✓
30.	Confident and willing to challenge traditional assumptions.	E	✓	✓
31.	Energetic, enthusiastic and resilient, along with being action and solution focussed.	E	✓	✓
32.	Sensitive in the complex environment of safeguarding.	E	✓	✓
33.	Committed to self-development and the development of others.	E	✓	✓
34.	Highly resilient and determined in the face of challenges.	E	✓	✓
35.	A strong commitment to the Trust's values of 'Service, Teamwork, Ambition and Respect'.	E	✓	✓
36.	A strong commitment to supporting and promoting safeguarding, equality and diversity.	E	✓	✓
37.	Supportive of the Mixed Multi-Academy Trust Model and ethos of the Trust.	E	✓	✓
38.	Current driving licence and willingness to travel.	E	✓	✓