

Post: SEMH Outreach Teacher

Location: Ormiston Latimer Academy, Freston Road W10 6TT

Salary: M1-UPS3

Status: Permanent

Responsible to: Principal

Job Purpose

The School Teachers' Pay & Conditions Document specifies the general professional duties of all teachers. In addition, certain duties are reasonably required to be exercised and completed.

As an SEMH Outreach Teacher, you will be responsible for providing targeted support and intervention for children in primary schools who experience social, emotional, and mental health challenges. Your role is pivotal in developing and implementing strategies that assist in managing behaviours, supporting emotional well-being, and enhancing educational outcomes.

The post holder can be expected to work across the OAT partnership as required. The duties outlined in this job may be modified by the Principal with your agreement, to reflect or anticipate changes in the job and needs of the school, commensurate with the salary and job title.

Main duties and responsibilities

You are required to carry out the duties of a school teacher as set out in the relevant paragraphs of the current Teachers Conditions of Employment document. This includes:

Assessment and Planning:

- Assess students' social, emotional, and mental health needs and plan appropriate interventions.
- Collaborate with teachers, parents, and other professionals to create tailored support plans.
- Use data and observations to track student progress and adjust interventions as necessary.

Direct Support and Intervention:

- Provide direct support to students through one-on-one sessions, group work, and in-class assistance.
- Implement therapeutic strategies and activities designed to promote emotional and social development.
- Manage challenging behaviours in a compassionate and effective manner.

Training and Collaboration:

- Deliver training sessions and guidance to school staff on SEMH needs and management strategies.
- Work closely with the SENCO and other educational specialists to share insights and best practices.
- Participate in multidisciplinary meetings and contribute to the holistic support of students.

Communication and Advocacy:

- Maintain communication with parents and guardians as appropriate.
- Advocate for students' needs within the school environment, ensuring they have access to necessary resources and accommodations.

Documentation and Compliance:

- Document interventions and outcomes in line with OAT policies and legal requirements.
- Ensure compliance with national standards and educational laws related to special education and child welfare.

General

- To carry out the professional duties and legal requirements as specified in the Teaching standards for a teacher.
- To play a full role in implementing the Academy and OAT's agreed learning and behaviour policies, taking responsibility for pupils' learning and behaviour both in and outside of the classroom.
- To take responsibility for planning and implementing appropriate work programmes for a specific curriculum within the framework of national and school policies.
- To take responsibility for agreed area(s) in the school to support pupil progress and development and ensure the efficient implementation of relevant policies and procedures.
- To undertake the role of classroom teacher for a group of learners:
 - contributing to the assessment of learners needs, individual educational plans and reviews
 - working with parents, carers, schools and other professionals to implement educational programmes and facilitate reintegration.
- To keep full and detailed records, in line with the agreed practice within the Academy.
- To participate in regular staff meetings, school and whole service meetings as required.
- To undertake continued professional development and maintain an understanding and awareness of developments relating to working with pupils presenting social, emotional, behavioural and/or learning difficulties as well as in curriculum development.
- To take part in the Academy's performance management cycle.
- To integrate the OAT policy on equal opportunities into all aspects of the work of the Academy.
- To discharge other duties, as required by the Principal within the scope and status of the post.
- To take reasonable care for his/her own health and safety and any other person(s) who may be affected by his/her acts or omissions at work, in accordance with the Health & Safety legislation.
- To promote the protection and safeguarding of learners through the active implementation of relevant school policies and procedures with particular reference to: child protection policy, safe touch policy, positive behaviour policy and the staff code of conduct, and to raise any concerns relating to such procedures which may be noted during the course of duty.

This Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

DBS

- An enhanced disclosure and barring check will be a requirement of the post

Person Specification

Attributes tested by Application, Interview, Task and References	
Qualifications & Experience	Essential E/ Desirable D
Qualified teacher status	E
Proven experience working with children who have SEMH needs	E
Additional qualifications or training in psychology, counselling, or special education, particularly relating to SEMH	D
Evidence of recent continued professional development relevant to the post	D
Knowledge & Skills	Essential E/ Desirable D
Knowledge of curriculum developments and related matters	E
Strong understanding of the strategies effective for managing SEMH issues in an educational setting.	E
Excellent interpersonal and communication skills	E
Ability to work independently and as part of a team	E
Strong organisational and documentation skills.	E
A knowledge of what makes an effective school and strategies that can be deployed for school self-evaluation, improvement and review	E
A knowledge of what constitutes good teaching and an understanding of how to improve the quality of teaching and learning	E
A knowledge of how children think and learn and what young people with Social, Emotional and Behavioural difficulties experience	E
Management skills in respect of information and the use of performance data; finance and resources; and people management including delegation; and monitoring and evaluating performance	E
The ability to communicate effectively with a range of potential audiences both internal and external stakeholders	E
Proven quality teaching skills and the ability to coach other teachers and share good practice	E
Good ICT skills both to support learning and administration	E

Personal Attributes	Essential E/ Desirable D
The ability to manage oneself, including time management, professional direction and an ability to work as part of a team under pressure	E
Compassionate and patient approach	E
Commitment to inclusive education and the well-being of all students	E
Resilient and adaptable in challenging situations	E
The ability to deploy appropriate leadership and management styles and to act as a role model to all in the Alternative Provision Learning community.	E
Evidence of a commitment to equality of opportunity and social inclusion	D
Demonstrate a commitment to the protection and safeguarding of children and young people.	E