

Job Description for Social, Emotional, Mental Health (SEMH) and Behaviour Lead

JOB TITLE: SEMH and Behaviour Support Lead

GRADE: Grade 4 (Point 9-12)

RESPONSIBLE TO: SENDCO/Headteacher

Job Purpose:

The SEMH and Behaviour Support Lead will provide a complementary service to teachers and other staff, addressing the needs of children who require assistance in overcoming barriers to learning in order to achieve their true potential, or accessing the curriculum in order to help to reduce incidences of internal and external exclusion.

The SEMH and Behaviour Support Lead will work with a range of pupils, but give priority to those who need the most help, especially those experiencing multiple disadvantages including:

- 🎬 Children and Young People in Care/Post Care
- 🎬 Children who have social care involvement – CIN, CP or who are receiving Early Help Services (EHA)
- 🎬 Children with emotional, medical or special needs (SEN / shadow SEN register)
- 🎬 Children who are demonstrating a range of challenging behaviours
- 🎬 Children with an Education, Health and Care Plan

The SEMH and Behaviour Support Lead will support pupils by implementing individual behaviour plans (SEMH plans) set by the SENDCo, teachers, and or member of SLT.

The SEMH and Behaviour Support Lead will work with children on a one to one basis or in small or large groups, acting as a:

- 🗣️ Listener
- 🗣️ Facilitator for learning
- 🗣️ Encourager
- 🗣️ Motivator
- 🗣️ Role Model

Specific duties and responsibilities:

- Be the point of contact for Early Help Assessments in school.
- Encourage the inclusion of pupils with SEMH needs by using positive behaviour management techniques designed to develop the pupils ability to behave appropriately;
- Provide specific support to pupils dependent upon their individual needs and implement strategies to support those children with social, emotional and behavioural difficulties;
- Model, within class, support strategies that will encourage and develop appropriate behaviour in a variety of settings i.e with individuals and group/whole class
- Model group based activities that will develop pupil's problem-solving, listening and social skills
- Work as a mentor to pupils (1-1 and in groups) with a view to helping them develop skills that equip them to better manage their behaviour and work constructively with others
- Lead on a variety of specialised programmes e.g. circle time sessions, anger management sessions, Lego based therapy, circle of friends, social stories, restorative

- practice;
- Plan and facilitate structured games and activities to support pupils to make appropriate choices during unstructured times e.g. on the playground at break times and lunchtime
- Lead engagement activities including nurture groups, play and activity leaders at lunchtimes;
- Work with individuals and groups both within and outside the classroom setting
- Play a role in the involvement of multi-agency support for children;
- Support transfer of information for “at risk” pupils within the school and across schools;
- Develop knowledge and appreciation of the range of programmes, activities, courses, opportunities, organisations and individuals that can be drawn upon to provide extra support for “at risk” pupils;
- Work as part of a team of support and teaching staff working to improve the self esteem and motivation of pupils at risk of underachievement and exclusion;
- Support pupils who need help overcoming barriers to learning because of social, emotional and behaviour difficulties;
- Help to support the reintegration of pupils after extended absence or fixed term exclusion;
- Help to maintain a safe and stimulating school environment;
- Monitor pupil progress before, during and after intervention to measure the impact of the intervention strategy;
- Maintain written records of actions and evaluations as evidence of effective practice, support and guidance
- Have high expectations of behaviour and the ability to promote positive behavior in line with the school’s policy;
- Accompany pupils on educational visits in school time as requested;
- Provide general assistance at extra-curricular school functions as and when required
- Attend any relevant training and staff development days when requested
- Be aware of all appropriate school procedures, policies and guidelines
- Contribute to the development and delivery of any required actions for any individual child’s plans
- Be responsible for managing of your own workload effectively
- Any other duties commensurate with the role as required by the Headteacher.

CONFIDENTIALITY

The post holder will maintain appropriate confidentiality of information relating to the schools, individuals and pupil information. The post holder will be expected to comply with all aspects of the GDPR and Data Protection.

SAFEGUARDING































Everyone who works for ASSET has the responsibility for promoting the safeguarding and welfare of children in line with school policies and by following the school’s code of conduct at all times











Commitment to Safeguarding Children

- To follow the school’s safeguarding policy and procedures.
- To be aware of the signs and symptoms of abuse and the wider safeguarding agenda by attending relevant training.
- Follow the schools’ reporting and recording procedures for safeguarding.
- To ensure the safety of all pupils in the school learning environment both indoor and outdoor.
- To carry out appropriate risk assessments prior to activities.

DBS

Because of the nature of the job, it will be necessary for an Enhanced criminal record Disclosure (DBS) to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences, This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exceptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Person Specification – SEMH and Behaviour Support Lead		
Knowledge, Understanding and Experience	Essential	Desirable
 Has worked with Primary aged pupils in a learning context		
 Has worked closely and successfully with children from different social backgrounds		
 Has experience of working with children with SEND		
 Has experience of working with a range of different agencies		
 Has experience of working in a Public Service, e.g. Education, Social Services or Police		
Qualifications and Training		
 Has GCSE Grade C or equivalent in English and Maths		
 Has NVQ Level 2 or equivalent / BTec qualifications in either: education, childcare, social work, social care, counselling or youth work		
 Is sufficiently literate and numerate to be able to communicate effectively to students and parents/carers		
 Has expertise, training or a record of effectiveness in conflict resolution		
 Has undertaken training in behaviour management		
 Has a 1 st Aid qualification		
 Has undertaken physical intervention training		
Skills and Attributes		
 Puts the welfare of young people at the heart of their work		
 Has shown the capacity to adapt strategies when required		
 Is well organised and has the capacity to lead and manage own workload to defined deadlines		

<ul style="list-style-type: none"> ■ Has experience of resolving conflict between people 		
<ul style="list-style-type: none"> ■ Is trustworthy, honest, shows integrity and has a sense of fair play 		
Leadership and Management		
<ul style="list-style-type: none"> ■ Is a good communicator and administrator 		
<ul style="list-style-type: none"> ■ Has a good record of attendance and punctuality over the past two years 		
<ul style="list-style-type: none"> ■ Has proven ability to work under pressure 		
<ul style="list-style-type: none"> ■ Has shown personal motivation regarding training and personal development 		
<ul style="list-style-type: none"> ■ Demonstrates perseverance in completing challenging tasks 		
General		
<ul style="list-style-type: none"> ■ Good standard of general experience (i.e. NVQ Level 2 or equivalent) together with good numeracy and literacy skills 		
<ul style="list-style-type: none"> ■ Previous experience (2-3 years) of working with children 		
<ul style="list-style-type: none"> ■ Knowledge of policies and procedures relating to child protection, health, safety, security, equal opportunities and confidentiality 		
<ul style="list-style-type: none"> ■ Has the ability to relate well to children and adults, understanding their needs and able to respond accordingly 	