SYDNEY RUSSELL SCHOOL

JOB DESCRIPTION – SEMH LEAD & INTERVENTION COORDINATOR

POSITION: SEMH Lead & Intervention coordinator

SCALE: Scale 6 point 18-20 (£29,736-£30,627)

HOURS: 35 hours per week, term time only

Closing Date: Thursday 28th August 2025

Purpose of the job:

The SEMH Lead & Intervention Coordinator will play a crucial role in ensuring the highest quality of provision enables our most vulnerable young people and those with SEND to achieve their full potential, removing any barriers that might hinder them and enabling them to fully engage with and flourish, personally and academically, in school.

The attainment of students who require an additional intervention is a key priority for the school, and as such this role plays a pivotal role in ensuring the support they access is well-suited, of high quality, timely and robustly evaluated to maximise impact.

Main activities:

* Promote and model outstanding inclusive and professional practice
* As part of the SEND team, ensure the highest standards of SEND provision.
* Undertake such duties as are delegated by the Assistant Vice Principal/SENCo.

Key Responsibilities:

* Uphold the highest standards of Thrive and ELSA expertise to support allocated students and support the training and development of Thrive practices across the school.
* Facilitate Thrive/ELSA training to parents and staff to increase awareness of the provision, thus providing well-rounded support to students receiving the intervention.
* Lead and manage a full programme of targeted interventions, bespoke to students’ needs, as informed by the intervention referrals received from Heads of Year. Maintain records of attendance, review points and progress updates for reporting to VP Inclusion and AVP SENCo.
* Quality assure the intervention programme offer, encouraging sharing of good practice and intervening to ensure high standards are consistently maintained across the provision.
* Ensure that all relevant documentation, including learning plans, pupil profiles and any other necessary records are updated to reflect interventions accessed and progress being made.
* Ensure front line enquiries from staff, pupils, parents and visitors are dealt with promptly.
* To collate teacher feedback and impacts of provision against target for EHCP reviews.
* Support applications for ‘Top Up’ funding as required by the SENCo.
* Provide day-to-day support for any pupil in crisis.
* Support the collation of information and preparation for EHCP applications as required by the SENCo.
* Coordinate the timetabling of the LSA team (secondary) across the school, ensuring their deployment supports high levels of student engagement and promotes independent learning.
* Deliver ELSA/Thrive interventions to groups of students.
* The postholder must hold a qualification to practise as either a Thrive or ELSA practitioner and be willing to undertake any additional training necessary to fully understand and support both roles.

Safeguarding

All staff are responsible for promoting and safeguarding the welfare of students by always ensuring compliance with the school’s Safeguarding and Child Protection Policy. All staff must report any actual or potential risks to the safety or welfare of students to the Designated Safeguarding Lead. This document summarises the main responsibilities of the post. All staff are required to undertake whatever else may reasonably be requested by the Principal in support of the Aims of the School. Job Descriptions are subject to annual review.

Review Arrangements -

The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that over time the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of the responsibility entailed. Consequently, the school will expect to revise the job description from time to time and will consult with the postholder at the appropriate time.

Conditions of Employment

* The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment
* The post holder is required to support and encourage the school’s ethos, and its objectives, policies and procedures as agreed by the governing body
* To uphold the school’s policy in respect of child protection matters
* Will be subject to the National Agreement on Pay and Conditions of Service, supplemented by local conditions as appropriate and all relevant statutory and institutional requirements
* The post holder may be required to perform any other reasonable tasks after consultation
* This Job Description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed
* This Job Description is not necessarily a comprehensive definition of the post. It may be subject to modification at any time after consultation with the post holder

**Person specification – SEMH Lead & Intervention Coordinator**

|  |  |  |
| --- | --- | --- |
| Criteria | Essential | Desirable |
| Qualifications | * 5 GCSEs including English and Maths;
* Relevant professional training or development.
 | Further relevant professional qualifications - a SEN related qualification would be preferable |
| Professional knowledge, skills and competences | * Collaborative and supportive work with colleagues within the organisation
* Collaborative and supportive work with professionals outside of the organisation.
* Collaborative and supportive work with parents.
* A passion for education and relentless determination that every student develops and succeeds.
* Excellent listening skills and high levels of emotional intelligence.
* Resilience and optimism to lead through day-to-day challenges
* The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop.
* Confidence and self-motivation.
* The ability to work well under pressure and to be decisive.
* High levels of honesty and integrity.
* Good oral and written communication skills.
* Good listening skills.
* ICT skills appropriate to the role, including audio visual and copying equipment.
* An attention to detail and ability to complete written reports when required.
 | Experience of working with students with neurodiversity would be advantageous.Awareness of the following:-Equality Act 2010-Children and Families Act (section 20) 2014-SEND CoP 2015 |
| Experience | * Higher level qualification in Thrive/ELSA practices
* A confident use of spreadsheets
* Understanding of relevant policies/code of practice and awareness of relevant legislation.
 |  |
| Philosophy and commitment | * A commitment to the responsibility to safeguard and promote the welfare of all students.
* A commitment to contribute to the wider life of the school
 |  |
| Personal qualities | * Willingness to participate actively in the wider school community.
* Ability to form effective relationships with colleagues.
* High expectations
* Excellent interpersonal & communication skills
* An ability to work collaboratively and lead and develop teamwork
* Work with drive, energy, enthusiasm, resilience & a well-developed sense of proportion & humor
 |  |

|  |
| --- |
|  |