



## **Job Description and Person Specification**

**SEMH Specialist**  
**(Social, emotional and mental health)**



## SEMH Specialist (Social, emotional and mental health)

**Salary:** Scale 6

### **Vision**

The Laurus Vision is for everyone regardless of background or circumstance to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.

### **Core purpose of the post**

Many students with special educational needs have significant social, emotional and mental health difficulties, such as those with Autism, ADHD or acute depression and anxiety disorders. We are committed to ensuring that students with SEMH have every opportunity to succeed within a supportive and caring school environment. We are seeking a professional with experience and training in this area to provide specialist support and intervention to meet this rising need.

**Reporting to:** Head of Pastoral Care/ Trust Director of SEND

### **Provision for SEMH**

- Ensure that the needs of students with SEMH are well communicated across the school
- Guide teachers on strategies to support students with SEMH difficulties
- Create school focused plans for students with SEMH to profile the needs of these students
- Plan and deliver staff training to support an understanding of SEMH
- Contribute to the development of provision for students with SEMH across the whole school
- Work with staff, students and parents/carers to ensure realistic and challenging expectations of progress, attainment and achievement is set for students, with SEMH difficulties
- Prepare and maintain learning resources according to the needs of students with SEMH difficulties
- Contribute significantly to the development of programs which support students with SEMH difficulties
- To plan and deliver small group and one to one intervention programs to support students with SEMH difficulties
- Manage and lead extra-curricular activities and after school support groups for students with SEMH
- Work collaboratively with appropriate outside agencies to implement advice and strategies given on how to support students with SEMH difficulties
- Work collaboratively with parents of students with SEMH difficulties, to agree joint outcomes and to review progress
- Collect and interpret assessment data gathered on pupils with SEMH to inform practice, target individual difficulties and to measure impact
- Monitor, evaluate and review the quality of support for students with SEMH and act on the outcomes of this process

### **Learning Support Team Responsibilities**

- To work collaboratively with all members of the pastoral team, to support the progress of students with SEND
- Contribute to the Learning Support Development Plan
- Encourage inclusive practice in teaching and learning across the team and throughout the school
- Maintain and develop up-to-date knowledge of national and local initiatives which may impact upon policy and practice
- Attend staff meetings and participate in staff training as required
- Maintain accurate and up to date records for students with SEND
- Provide general in class support for students with SEND
- Supervise the activities of individuals or groups of students both in and out of the classroom
- Contribute appropriately to lesson cover and duties
- Contribute to the Learning Support Mentoring Programme
- Be a point of contact for students and their parents/carers
- Attend Annual Review and multi-agency meetings as appropriate

### **General Responsibilities.**

- To undertake such other duties related to the work of the department appropriate to the post, as may be assigned
- To fulfil personal requirements, where appropriate, with regard to school policies and procedures, health, safety and welfare, emergency, evacuation and security
- To take responsibility for promoting and safeguarding the welfare of students in the school
- To work positively and inclusively with colleagues so that the School and Trust provide a workplace and deliver services that do not discriminate against people on the grounds of their age, sexuality, religion or belief, race, gender or disabilities
- To work flexibly in the interests of the service. This may include undertaking other duties provided that these are appropriate to the employee's background, skills and abilities

# Person Specification

Attributes	Essential	Desirable	How identified
Education and training	<ul style="list-style-type: none"> <li>GCSE qualifications or equivalent at grade C or above in English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>Relevant NVQ3 or equivalent qualification</li> <li>First Aid qualification or willingness to take such a qualification</li> </ul>	Application form / interview
Relevant experience	<ul style="list-style-type: none"> <li>Experience of working with young people with SEMH difficulties either in a residential or working environment</li> <li>Experience of using a range of software packages and hardware devices e.g. Office, Apple products, tablets etc</li> </ul>	<ul style="list-style-type: none"> <li>Experience of delivering intervention to small groups of students or on a one to one basis</li> <li>Experience of developing student profiles</li> <li>Experience of working collaboratively with parents to secure better outcomes for young people</li> <li>Experience of working with children and young people within an educational environment</li> <li>Evidence of working with outside agencies linked to school</li> </ul>	Application form / interview
Knowledge and skills	<ul style="list-style-type: none"> <li>Ability to support teaching staff to enable students to achieve their full potential</li> <li>ICT skills – SIMS, Word, Excel</li> <li>Ability to motivate and encourage individuals and small groups of students under supervision</li> <li>Ability to assess, record, monitor and report on the progress of learners</li> <li>Solution focused</li> <li>An understanding of safeguarding issues</li> </ul>	<ul style="list-style-type: none"> <li>An understanding of the current provision for students with special educational needs and current developments in SEN</li> </ul>	Application form / interview

	<ul style="list-style-type: none"> <li>• An understanding of the principals of child development and learning processes</li> <li>• An up to date knowledge and understanding of the practices and procedures within SEN, relating to the welfare, safety and education of students</li> <li>• Excellent communication skills with pupils, parents and other staff.</li> </ul>		
Personal and professional values	<ul style="list-style-type: none"> <li>• Team player, collegiate and collaborative</li> <li>• Sensitive, perceptive and responsive to needs</li> <li>• Flexible</li> <li>• Professional and proactive approach to work</li> <li>• Reliability and consistency</li> <li>• A good record of attendance and punctuality</li> <li>• Positive attitude, optimistic</li> <li>• Willingness to go the "extra mile"</li> <li>• Able to maintain confidentiality</li> </ul>		Application form / interview/References

**October 2019**

**The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.**



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