

JOB DESCRIPTION

Job Title:	Specialist Teacher for Social Emotional Mental Health
Department:	Specialist Teaching & Learning Service
Grade:	Main / Upper Pay Range plus SEN Allowance
Responsible to:	Assistant Head /STLS District Lead
Accountable to:	Head Teacher (Nexus School)

Purpose of the Job:

To ensure the best possible outcomes for Children and Young People (CYP) with Special Educational Needs & Disability (SEND) aged 0-19 by working collaboratively with professionals in statutory and non-statutory organisations.

Main duties and responsibilities:

1. Provide specialist teaching expertise and advice to improve the quality of teaching and learning for children and young people with SEND (SEMH specific) supporting access and inclusion to educational settings and the delivery of and access to the National Curriculum and other appropriate approaches to learning.
2. Improve practitioner's capacity to raise achievement and attainment of children and young people and overcome the barriers to learning of children and young people with social, emotional, mental health difficulties by developing and delivering training and outreach support.
3. Provide high quality, highly specialist information, intervention and support for CYP with social, emotional, mental health difficulties.
4. Actively promote the development of an ethos that supports independence and resilience in CYP with SEND, specifically with SEMH.
5. Develop and deliver SEMH specific training to the children and young people's workforce in a range of educational settings to promote inclusive practice and knowledge of social emotional and mental health difficulties.
6. Work in partnership with families, and a range of educational settings to promote and facilitate the development of inclusive practices in order to raise the attainment and achievement of children and young people (0-19) with SEND.
7. Meet the requirements of the Code of Practice and Kent's Mainstream Core Standards and Early Years Best Practice Guidance by providing specialist assessments and observations in order to inform appropriate learning objectives, targets and strategies for individual children and young people which may inform county decision making.

8. Have a current awareness of the additional services available to support children and young people and their families with SEMH within the County and actively participate in multi-agency planning and decision making fora, taking the lead where appropriate.
9. Promote opportunities for children and young people to be actively involved in decisions affecting them, where appropriate.
10. Promote the involvement of parents and carers in decisions and interventions involving their children.
11. To actively promote inclusive education, attainment and achievement at a district level.
12. Maintain records of interventions including appropriate assessment activities, support strategies and the monitoring of their delivery.
13. Utilise data to identify strengths and weaknesses and make recommendations through Best Endeavours and targeted outcomes
14. Contribute to the monitoring of children and young people's achievement and attainment and keep records in line with agreed processes
15. Use ICT as a tool for communication, record keeping and managing information.
16. Develop links with other professionals to provide coherent and consistent multi-professional interventions for children and young people, particularly through integrated working such as planning and support.
17. Undertake continuous professional development to enable the post holder to maintain and develop specialist skills, knowledge and expertise in line with Teachers' Standards – September 2012.
18. Support appropriate use of specialist equipment and technology to support learning.
19. Participate proactively and effectively in professional supervision and performance management processes.
20. To work out of the STLS team base at Nexus school, into local schools and settings across the district, being confident at working predominately independently on a case load and reporting back to the District Lead.

PERSON SPECIFICATION

Qualifications:

- Qualified Teacher Status
- A Post Graduate Certificate or Masters in SEND/SEMH (preferable)

Experience:

- Demonstrable high quality recent and sustained teaching experience, preferably in KS2/Secondary, in a range of educational settings
- Demonstrable experience of successfully working with children and young people with complex and challenging SEMH needs and the outcomes and impact of this intervention
- Demonstrable experience of designing and delivering high quality INSET to a range of audiences
- Ability to demonstrate successful sustained experience of working collaboratively with teaching and non-teaching staff, parents/carers and other professionals through integrated working
- Demonstrable experience of initiating, managing and working within a changing environment

Skills & Abilities:

- Demonstrable evidence of participating in continuous professional development and applying this within the specialist area/s of work
- Strong interpersonal and communication skills to build and maintain effective working relationships with a wide range of professionals and an ability to resolve conflict and develop creative solutions to complex difficulties
- Evidence of the effective use of a range of strategies and programmes to support children and young people with complex SEMH needs.
- The experience and ability to contribute an enthusiastic and clear vision for collaborative working in multi-disciplinary teams
- Ability to model high professional standards in all aspects of work
- Confidence and competence in the use of ICT particularly Microsoft Office applications
- Ability and willingness to travel to meet requirements of the role

Knowledge:

- Specialist knowledge of the impact of specific SEND on access to the curriculum in mainstream settings and schools.
- Demonstrable evidence of continuing to develop skills and knowledge and current educational research and literature linked to a specialist area

Behaviours:

- Commitment to inclusion, equalities and a respect for diversity
- Solution focused approach
- Team working and co-operation

- An ability to be resilient, realistic and adaptable to individual children and young people's needs in order to support a diverse and demanding range of SEMH needs.



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