

# Job Description and Person Specification

DATE	SIGNATURE

**Role**

SEMH Lead / Inclusion Support Lead / Behaviour Manager  
Beckfoot Trust  
Salary/Grade: Band 8  
Reporting to: SLT



## Corporate Responsibilities

- Lead on and manage programmes of specialist support, working closely with colleagues to improve participation in learning and school life for pupils with Social, Emotional and Mental Health (SEMH) and/or behaviour and sensory needs, supporting pupils to achieve top 10% outcomes in a remarkable learning environment
- Adhere to the principles of alignment in the One Trust Contract
- Ensure probity, propriety and adherence to the Nolan Principles both in your personal conduct and throughout the Trust.
- Contribute to a culture of relentless improvement, where feedback is a gift
- Lead and uphold an individual and organisational commitment to safeguarding and promoting the well-being of children; being hyper-vigilant in all interactions with pupils and adults and reporting any concerns or suspicions, no matter how small, to the Designated Safeguarding Lead (Pupils) / Headteacher (Staff)
- Comply with all policies, procedures, working practices and regulations, in particular, Child Protection, Equality and Diversity, Health and Safety, Confidentiality, Data Protection, Financial Regulations in line with our Scheme of Delegation
- Be accountable to and carry out any reasonable request from the Headteacher / Line Manager

This role involves engaging with pupils in regulated activity relevant to children.

## Key Duties and Responsibilities

- Lead the development and implementation of appropriate behaviour management and/or sensory strategies that support the attendance and integration of pupils ensuring physical, social, emotional, and intellectual development
- Build and establish productive relationships with pupils to motivate and engage, promoting appropriate behaviour, encouraging self-awareness and providing guidance to enable pupils to make choices about their own learning and behaviour.
- Undertake comprehensive assessments of pupils to determine those in need of help and coordinate appropriate provision, liaising with and providing guidance for colleagues, families and outside agencies
- Manage the supervision of pupils excluded from, or not working to a normal timetable, creating an excellent climate for learning and ensuring the delivery of learning plans in line with school curriculum.
- Responsible for implementing effective pupil support and personalised timetables to access learning.
- Plan, prepare and deliver a range of learning activities and interventions, appropriately differentiated and suitably challenging, adjusting in response to needs and ensuring all pupils are engaged and supported where necessary to facilitate remarkable progress
- Oversee systems for tracking and recording pupil responses to ensure effective monitoring and evaluation, reporting on progress and development for identified pupils
- Lead transition processes and support for identified groups and individual pupils
- Actively seek and utilise information regarding a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- Promote positive values, attitudes and behaviour, maintaining a purposeful and supportive learning environment
- Recognise and provide opportunities to further promote and reinforce the inclusion, acceptance, and integration of all pupils
- Line-manage and conduct induction, and appraisal of designated support staff, providing effective communication, training, and mentoring to enable staff to carry out duties
- Participate in and organise extracurricular /enrichment activities, such as outings, social activities, and sporting events to enhance learning and engagement
- Assist with the supervision and welfare of pupils, contributing to effective behaviour management in school
- Provide administrative and organisational support, e.g. dealing with correspondence, duties required in the event of move or exclusion
- Maintain accurate records using relevant systems in line with policy and records management procedures
- Lead / attend meetings and undertake duties as required in line with Trust / school calendar, sharing expertise and supporting others
- Work with the SENCO to:
  - Contribute to the development of systems and procedures in the department
  - Support the life of the school
  - Work within the overall aims and objectives of the school

## Professional Development

- Be committed to own professional development, demonstrating the desire to be better tomorrow than you are today
- Establish and participate in training opportunities, meetings, and networks to support and maintain excellent service delivery and knowledge in role
- Seek feedback and act on it to improve performance within and beyond formal coaching and appraisal opportunities

# JOB DESCRIPTION

- Actively engage in the school coaching offer and appraisal process
- Under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD).

We are committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. All successful staff will undertake an Enhanced Disclosure and Barring Service Check.

The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

## **Advanced Threshold Fluency Duty Required:**

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Advanced Threshold Level. The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.

Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in school.

**Date: October 2023**

*This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks. Post-holders are expected to undertake work in line with the level and pay band of the post determined by the Line Manager. The Job Description will be reviewed with the post-holder in relation to need or on an annual basis through appraisal and whole-Trust review of strategy and effectiveness.*

# PERSON SPECIFICATION

## SEMH Lead / Inclusion Support Lead / Behaviour Manager

	Essential Requirements	Desirable Requirements	How Identified
Qualifications	<ul style="list-style-type: none"> <li>Minimum of five GCSE (A-C/ 4+) including English and Maths or equivalent e.g., Adult Literacy/Numeracy at level 2.</li> <li>Level 4 qualification or equivalent experience in relevant discipline</li> <li>Evidence of relevant CPD activities</li> </ul>		<ul style="list-style-type: none"> <li>Application</li> </ul>
Experience	<ul style="list-style-type: none"> <li>Recent and successful experience in a relevant setting</li> <li>Experience of working with children with SEMH needs</li> </ul>	<ul style="list-style-type: none"> <li>Experience with social / youth work</li> <li>Working in an area of high deprivation</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> </ul>
Knowledge, Skills and Ability	<ul style="list-style-type: none"> <li>Ability to form constructive relationships and work effectively with children, adults and families</li> <li>Understanding of child development and ability to motivate and inspire pupils</li> <li>Ability to resolve conflict</li> <li>Excellent behaviour management skills Understand varying needs of pupils and how to overcome barriers to learning</li> <li>Understanding of SEND</li> <li>Good analytical skills</li> <li>Good planning and organisational skills</li> <li>Work constructively as a part of a team</li> <li>Excellent communication and interpersonal skills</li> <li>Able to use IT and relevant software</li> <li>effectively</li> <li>Thorough working knowledge of relevant policies and guidance and safeguarding legislation</li> </ul>		<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> </ul>
Character/ Values	<ul style="list-style-type: none"> <li>High commitment to safeguarding and promoting the welfare of children A passion for education and a deepfelt desire to make a difference for young people</li> <li>Commitment to the Trust agenda for inclusion, diversity and equality Driven by values and aligned to the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty, and leadership Humility: a recognition that the more you know, the less you know! Not being afraid to say, 'I don't know'</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of work/ life balance</li> <li>Resilient, flexible and hardworking Interest in the Trust's wider role in the community</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> </ul>

# PERSON SPECIFICATION

	Essential Requirements	Desirable Requirements	How Identified
Personal Circumstances	<ul style="list-style-type: none"><li>Emotionally intelligent: know when to direct and when to challenge</li><li>Present a positive perspective; able to listen and show awareness of other's sensitivities; have personal pride and lead by example</li></ul>		<ul style="list-style-type: none"><li>References</li><li>Interview</li></ul>
	<ul style="list-style-type: none"><li>Legally entitled to work in the UK</li><li>Able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010</li><li>Flexibility to support out of hours activity on occasion</li></ul>		