

## Job description: Social, Emotional and Mental Health (SEMH) Lead

### Job details

**Salary:** Scale 5 point 18

**Hours:** 35 hours a week (8.30am – 4pm with ½ hr lunch break) 38 weeks a year (term time)

**Contract type:** Permanent

**Reporting to:** Assistant Headteacher and Headteacher

### Main purpose

To develop a holistic approach that enables learners to make progress by identifying SEMH barriers and working with school staff, parents and external agencies to overcome them;

To implement evidence-based strategies to address these needs;

Linked with the role of SENDCo, to implement the whole-school approach to SEMH;

To understand and build links with local mental health services and other external agencies.

### Duties and responsibilities

#### Whole-school approach

- Create, implement and sustain a whole-school approach to SEMH, including:
  - Tailoring it to the school's needs
  - Working closely with other relevant members of staff to make sure the approach is linked with other policies and processes, for example safeguarding, behaviour, attendance and attainment
  - Monitoring and evaluating the impact of the whole-school approach to continually improve it, including asking for staff, pupil and parent feedback
- Build working links with appropriate local mental health services and external agencies to co-ordinate provision across the school
- Develop a school-wide SEMH policy that details the whole-school approach
- Create and maintain a comprehensive range of evidence-based resources to help pupils, staff and parents
- Promote the inclusion and acceptance of all pupils within the classroom
- To adopt a therapeutic approach across the school in line with STEPs and the school's behaviour policy

#### Supporting pupils

- Use and be able to adapt relevant tools to assess pupils SEMH needs
- Develop, lead and oversee the delivery of interventions to address pupils SEMH needs, including 1-to-1, group and whole-class support
- Develop, lead and oversee an effective early intervention and prevention strategy that identifies pupils exhibiting early signs of poor SEMH and provides them with access to support
- To follow a clear process for referring pupils to services, when appropriate

- Develop effective plans to empower and involve pupils in managing their SEMH needs
- Establish therapeutic relationships with pupils based on their individual needs
- Provide mediation/restorative opportunities between pupils
- To consider 'the whole child' when seeking to understand a pupil's needs

## **Working with and supporting staff**

- Signpost and share training and resources that supports staff to meet pupils SEMH needs
- Familiarise all staff with the school's processes with regard to SEMH, including the referral pathway for reporting and responding to concerns
- Work collaboratively with other members of staff, including the designated safeguarding lead (DSL), SENDCo and Inclusion worker to discuss pupils who need SEMH support

## **Working with and supporting parents/carers**

- Engage with parents/carers to understand any SEMH needs they may have, as well as that of their children, and support them accordingly
- To establish positive working relationships with parents/carers and provide an effective home-school link
- To promote parental engagement with the school in order to facilitate access to relevant support
- Liaise with parents/carers to discuss strategies that can help promote positive mental health
- Provide guidance to parents/carers on navigating and accessing relevant services

## **Monitoring, evaluating and administrating**

- With a focus on outcomes, monitor and evaluate the impact of support and strategies provided, to understand what is working well and adapt the approach as needed
- To contribute to any SEMH school development priorities
- To contribute to the termly SEND report to Governors outlining strategies, impact and next steps relating to SEMH
- Make sure that record keeping is competent and clear at all times

## **Essential training and ongoing development**

- Reflect on personal development needs, including the needs of the school, and attend relevant training in order to be effective in the role in the school
- Attend any professional development opportunities to acquire new knowledge and maintain understanding of best practice

## **Other areas of responsibility**

### **Safeguarding**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and the school's safeguarding and child protection policies
- Work with the DSL to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

## Notes:

This job description may be amended at any time in consultation with the postholder.

**Last review date: September 2022**

**Next review date: September 2023**

**Headteacher/line manager's signature:**

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**Date:**

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**Postholder's signature:**

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**Date:**

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## Person specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• GCSE or equivalent level, including at least a grade C in English and maths</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with children within the primary phase with SEMH needs</li> <li>• Experience of working with outside agencies and participating in meetings</li> <li>• Experience of assessing the needs of others</li> <li>• Experience of delivering training and sharing strategies</li> <li>• Experience of delivering supportive programs for pupils with SEMH needs, including 1-to-1, small group and whole-class activities</li> <li>• Experience of supporting and advising others on suitable interventions and strategies</li> <li>• Experience of working closely with families/carers</li> <li>• Experience of having an outcome focused approach</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Strong listening skills and proven ability to deal with sensitive situations with integrity</li> <li>• Proven ability to communicate effectively with adults and children, including through written and verbal communication</li> <li>• Proven ability to create good relationships with pupils, staff and parents</li> <li>• A well-developed understanding of strategies to manage and support young people and adults with SEMH needs in a school environment</li> <li>• Proven ability to tailor interventions to individuals' needs</li> <li>• Knowledge and understanding of the triggers that can lead to poor SEMH</li> <li>• Excellent understanding of safeguarding policies and procedures and their role in child protection</li> <li>• Proven ability to be flexible to changing workload demands and new challenges</li> <li>• Ability to review impact, identify next steps and produce reports</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Willingness to provide the best possible opportunities for all pupils</li> <li>• Well-developed sense of empathy</li> <li>• Well organised and proactive</li> <li>• Good time management skills</li> <li>• Commitment to upholding and promoting the ethos and values of the school</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> </ul>