

## Hadrian Learning Trust, Job and Person Description

<b>Post Title:</b>	Specialist SEMH Teacher	<b>Director/Service/Sector:</b>	Children's Services
<b>Band:</b>	UPR / MPR / behavior specialist - support staff	<b>Workplace:</b>	HMS and QEHS Part of HLT
<b>Responsible to:</b>	Assistant Headteacher, Student Standards and Support	<b>Date:</b>	May 2023
<b>Job Description Ref:</b>	Specialist SEMH Teacher 1	<b>School</b>	Trust role

### Responsible for:

**Contact with young people:** This role requires regular, ongoing and unsupervised contact with young people. This contact is direct and could potentially be on both a, 1:1 and group basis within the workplace. The degree of responsibility for young people is outlined below in the role and responsibilities area of the form.

### Job Purpose:

Specialist SEMH Teacher, supported by AHT and HOS, takes overall responsibility for coordination and implementation of provision for students accessing the SEMH centre within school.

In addition, where a teaching responsibility is applied, to carry out the responsibilities of a trust subject teacher with regard to the teaching standards, impact on progress and outcomes for your own students, whole school responsibilities and health and safety/safeguarding. In addition, the following responsibilities, outlined below apply to a second in department.

<b>Resources</b>	Staff	The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities
	Finance	Orders and invoices, petty cash.
	Physical	Office equipment, accuracy and security of databases,
	Clients	Internal (Teachers, Other Staff, Pupils) and External (Parents, Visitors, Members of the Public external agencies).

### Duties and key result areas:

To assist and support the work of the AHT and curriculum leader, school as follows.

#### 1. Key Functions

- Develop appropriate teaching style to ensure high quality teaching and the effective use of resources to bring about improved standards of achievement of all students within SEMH provision.
- Interact on a professional level with colleagues in order to promote a mutual understanding of the curriculum and appropriate way to implement within SEMH provision.
- Undertake regular and relevant CPD opportunities to develop teaching style to support SEMH students.
- Oversee the operation of the Specialist Centre for students with SEMH needs and be the class teacher within this centre.



## 2. Specific Responsibilities (SEMH)

- Oversee the operation of the SEMH Specialist Provision.
- Line Manage support staff operating within the provision.
- Create and develop Learning Plans and timetables for students to access the provision.
- Plan, design and deliver and innovative curriculum focused on the complex needs of students accessing the provision.
- Work with colleagues in developing their students' social, emotional and behavioural skills.
- Devise and apply criteria for evaluating success with students with SEMH needs which impact upon their learning, and enable them to access the curriculum.
- Take responsibility for tracking student progress and for collecting and monitoring data to support teaching and learning.
- Deliver and facilitate dynamic, creative and active lessons.
- In common with all Teaching Staff, have a teaching commitment that will involve the following:
  - planning and recording of lessons
  - regular submission of schemes of work and lesson planning to line manager
  - maintenance of student and class records
  - completion of students' subject reports and profiles
  - assessment, monitoring and evaluation in line with the school policy and within parameters agreed for students within the provision
  - setting of student targets
  - tracking student progress
  - setting and marking of regular homework
  - undertaking regular sampling of student's work
  - management of relevant resources including care of equipment, stock and delegated budget where appropriate
- Identify resources required to sustain and embed high quality subject delivery.
- Work in partnership with a range of agencies and providers as appropriate to deliver a broad and balanced curriculum offer.
- Have pastoral and lead professional responsibility for a group of students, planning for positive outcomes.
- Take an active role in encouraging good attendance of students.
- Identify the individual learning needs of students.
- Prepare school reports in line with statutory requirements for reporting to parents/carers and to adhere to the annual schedule for completing student profiles including attendance at parents' /carers' meetings.
- Work with colleagues to develop and implement students' Individual Education Plans or Personal Learning Plans, including the arrangements for reintegration to school or for transition to other suitable provision, education, employment or training as appropriate.
- Contribute to the school's development plan

## 3. Generic teaching responsibilities

- Participate in professional development activities, maintain and develop expertise, and share this with others;
- Contribute to the development, implementation and evaluation of the school's policies, practices, and procedures in such a way as to support the School's values and vision



- Work with others on curriculum and pupil development to secure coordinated outcomes
- subject to the relevant paragraph in the School Teachers' Pay and Conditions document 2020, supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so
- deploy any resources delegated to you
- Communicate appropriately with pupils, parents and carers, and other colleagues in school
- Contribute to the wider life of the school either through the school's extra-curricular activity programme and/or by supporting colleagues and students with their work and development
- Attend multi-agency meetings where relevant
- Communicate with relevant staff where necessary regarding support in place for students
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document

#### 4. Impact on educational progress of own pupils

- work with the curriculum leader to identify targets for achievement for all pupils taught
- monitor pupil progress against targets
- report appropriately to parents on pupil progress
- monitor standards of behaviour and application in line with whole school and department policies
- help plan and implement strategies for improvement
- mark work and provide written feedback to pupils on a regular basis and in line with the whole school framework

#### 5. Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and apply a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document



- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

## 6. Administration

Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

This generic job description will be accompanied by an annual, negotiated plan indicating the priorities and outcomes sought and based on the annual development planning process.

## 7. Whole School Responsibilities

- Liaise with parents and outside agencies where necessary to establish an understanding of the wider needs of a student
- Provide advice and guidance where relevant for students seeking support
- Where relevant, liaise with SLT regarding academic support and its implementation
- Provide advice and guidance to staff, pupils and others across the school as necessary
- Comply with and assist with the development of Trust policies. The post holder must carry out his/her duties with full regard to the Trust's Child Protection, Equalities and other relevant policies in the terms of employment and service delivery to ensure that colleagues are treated and services delivered in a fair and consistent manner and procedures relating to:
  - Safeguarding and Child protection
  - Health and safety - the post holder is required to comply with health and safety policy and systems, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both oneself and others.
  - Data protection
  - Confidentiality and data protection Reporting all concerns to an appropriate person.
- Support the school's policies that ensure equality of opportunity across a range of abilities
- Contribute to the overall ethos of the school and Work in such a way as to promote the ethos and vision of the school.
- Establish constructive relationships and communicate effectively with external agencies
- Attend and participate in regular meetings
- To engage actively in the Appraisal process.
- Participate in training and development as required.
- To undertake First Aider training appropriate with the role and nature of activity.
- To undertake other duties and responsibilities as required commensurate with the grade of the post.
- To undertake any other duty as specified by STPCD not mentioned in the above.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task

undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to adopt a professional, courteous demeanour at all times during communication with colleagues, visitors, or students.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

### Work Arrangements

Transport requirements:	Required to use own transport to travel within and out-with the County
Working patterns:	Normal Monday to Friday working patterns
Working conditions:	Normally indoors; there may be occasions where you would be required to work at Hexham Middle School or other school within the Trust

### PERSON SPECIFICATION

Essential	Desirable	Assess by
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#### Knowledge and Qualifications

<ul style="list-style-type: none"> <li>▪ The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post. As is an ability to fulfil all spoken aspects of the role with confidence through the medium of English.</li> <li>▪ Qualified to degree level or equivalent.</li> <li>▪ DfE recognized teaching qualification such as PGCE or equivalent in Secondary education.</li> <li>▪ Qualified Teacher Status</li> <li>▪ Knowledge and understanding of the statutory requirements of legislation concerning Safeguarding, Equal Opportunities, Health and Safety and SEN</li> <li>▪ Understanding of the theory and practice of providing effectively for the individual needs of all children</li> <li>▪ Knowledge and understanding of the SEN Code of Conduct and its practical application strategies for meeting the SEN of students in a mixed ability classroom</li> <li>▪ Knowledge of behaviour management techniques for groups and individuals</li> <li>▪ Knowledge of effective teaching and learning styles</li> <li>▪ Knowledge and understanding of how to use comparative information about attainment</li> <li>▪ Knowledge and understanding of how to use comparative information about attainment</li> <li>▪ Ability to demonstrate outstanding teaching / teaching skills and be able to create a positive, challenging and effective learning environment</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of leading/coordinating professional development training</li> <li>• Knowledge and understanding of the EHCP process and the evidence needed</li> <li>• Knowledge and understanding of the role of the external services that support the provision for SEN students within schools</li> </ul>	(a), (t), (g)
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#### Experience

<ul style="list-style-type: none"> <li>• Experience working with children and young people in</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recent and relevant experience of</li> </ul>	(a), (i), (g)
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<p>a school setting</p> <ul style="list-style-type: none"> <li>• Experience of teaching/working with students with SEMH difficulties</li> <li>• Experience of working as part of a team</li> <li>• Experience of managing complex and difficult behaviours.</li> </ul>	<p>teaching at secondary level up to 16, key stage 4. A recent or current PGCE course is sufficient to meet this requirement.</p> <ul style="list-style-type: none"> <li>• Evidence of strategic planning and implementation</li> <li>• Experience of working with external agencies</li> <li>• Successful track record of managing projects</li> <li>• Experience of leading others</li> <li>• Experience of setting targets and tracking and monitoring progress</li> </ul>	
<b>Skills and competencies</b>		
<ul style="list-style-type: none"> <li>▪ Ability to inspire, motivate and challenge students</li> <li>▪ Ability to plan and teach well-structured lessons which achieve outcomes which are at least good and are often outstanding</li> <li>▪ Ability to meet targets for the students in your assigned classes Ability to work closely with a team of teaching colleagues to prepare, resource and teach your subject</li> <li>▪ Ability to communicate effectively with students, parents and colleagues showing respect for others and professionalism at all times</li> <li>▪ Ability to adapt teaching to respond to the strengths and needs of all students</li> <li>▪ The ability to converse at ease with members of the public and provide advice in accurate spoken English is essential for this post. Candidates must be able to fulfil all spoken aspects of the role with confidence through the medium of English.</li> <li>▪ Understanding of the theory and practice of providing effectively for the individual needs of all children</li> <li>▪ Excellent inter-personal skills</li> <li>▪ Excellent communication skills (including written, oral and presentation skills).</li> <li>▪ Excellent communication skills (including written, oral and presentation skills)</li> <li>▪ Ability to work creatively and collaboratively</li> </ul>	<p>Ability and willingness to teach to upper key stage 2/3 students across a range of National Curriculum Subjects. Applicants should indicate in their applications other subjects they could potentially offer.</p>	(a), (i), (t)
<b>Physical, mental and emotional demands</b>		
<ul style="list-style-type: none"> <li>▪ An able and dynamic teacher who is willing to</li> </ul>	<p>Willingness to contribute regularly to</p>	



<p>contribute positively and imaginatively to this successful school, demonstrating energy and resilience. We are looking for someone with the capacity to develop quickly into a consistently outstanding teacher</p> <ul style="list-style-type: none"> <li>▪ Resilience, the ability to work under pressure and be able to meet deadlines</li> <li>▪ Proven ability to think both strategically and creatively to prioritise</li> </ul>	<p>our extensive extra-curricular activities programme</p> <p>Experience of dealing with challenging and sensitive situations</p>	<p>(i)</p>
<b>Other</b>		
<ul style="list-style-type: none"> <li>▪ Willingness to participate in personal and professional development</li> <li>▪ Contributes to the wider life of the school</li> <li>▪ A commitment to safeguarding and promoting the welfare of children and young people</li> <li>▪ Demonstrably professional, honest and loyal</li> <li>▪ Ability to make and justify difficult decisions</li> <li>▪ Committed to equality</li> <li>▪ Able to build and maintain successful and purposeful relationships with staff, students and parents</li> </ul>	<p>Evidence of leading/coordinating professional development training</p>	<p>(a), (i)</p>

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

Please note that Recruitment and Selection records will be retained and used in accordance with the General Data Protection Regulations (GDPR) 2018 and other legislative provisions.