

**JOB ROLE:** SEMH Lead

**PAY BAND:** 5

**HOURS:** 37 hours per week/40 weeks per year (term time plus 1 week)

**REPORTS TO:** Head of Centre (SEMH)

Trafalgar School is a vibrant learning community where every member of staff understands the difference that they can make to our students' outcomes. We expect all staff to be actively involved in the personal development of our young people and to show full commitment to their own and the school's professional development.

Trafalgar School and its Governing Body are committed to safeguarding and promoting the welfare of children and young people; and they expect all staff to share this commitment.

**Key Purposes:**

To lead and develop nurture groups and interventions which specifically support learners with SEMH needs; tracking and monitoring the impact through the provision map.

To facilitate and encourage a positive learning experience which provides students with the opportunity to achieve their individual potential.

To support the Head of Centre (SEMH) in raising standards of student progress, achievement and behaviour and wellbeing across all Houses, year groups and ability profiles.

To provide support to students so they are empowered to successfully manage their own learning beyond lessons; demonstrating the skills of behaviour for living.

To raise the attainment of identified students through the delivery of level 1 and 2 qualifications.

To support the Designated Safeguarding Lead in promoting and safeguarding students' welfare and personal development.

**Accountabilities:**

1. To support the school in developing strategies which ensure students with social, emotional or mental health needs (SEMH) are successful in lessons and are able to achieve their potential; academically and socially.
2. To contribute to a positive school culture, through a restorative approach, where successes are celebrated and differences are valued; instilling a sense of pride and belonging in every student.
3. To work collaboratively with staff in identifying, investigating and resolving barriers to students' learning.
4. To plan and deliver meaningful interventions which support students, in class where necessary, and ensure records of interventions are kept.
5. To lead and deliver nurture groups which equip students with strategies to manage their behaviour and emotions; enabling them to make good progress in lessons and have strategies for promoting their own wellbeing during their break times and their daily life beyond school hours.

6. To lead and/or support the implementation of strategies to raise standards of attainment (e.g. delivering level 1 and 2 qualifications, revision programmes, study skills seminars, targeting underachievement through mentoring) to maximise potential outcomes for identified students.
7. To liaise closely with parents and outside agencies, including chairing meetings and representing the school in the capacity of designated professional.
8. To assist the Assistant Headteacher in the devising of appropriate social activities at break times to enhance the wellbeing of all students, undertaking supervision of students as timetabled on a daily basis, and particularly for students with SEMH needs.
9. To provide professional learning opportunities for staff to develop their knowledge and understanding of strategies to support students with SEMH needs.
10. To facilitate opportunities for students to reflect on poor behaviour and, through a restorative approach, encourage and support them to meet school expectations.
11. To monitor and evaluate attendance, seeking to motivate all students to have excellent attendance rates.
12. To invigilate public and internal examinations or provide support for students with exam access arrangements when necessary.
13. To participate in professional learning (including INSET and twilight INSET sessions) and Appraisal, contributing to the identification of own professional development needs.
14. To participate in the Personal Development curriculum for our students, leading events as required.
15. To participate professionally in own line management meetings, appraisal review meetings and team meetings.
16. To attend staff meetings and whole school events as required e.g. Open Evening, as published annually in the whole school diary.
17. To work restoratively with staff, students, families and colleagues to maintain the strong community culture and very strong inclusive ethos of the school.
18. To be a Form Tutor and play an active role in promoting the House ethos.
19. To take responsibility for your own wellbeing.
20. At the discretion of the Headteacher, to undertake other activities from time to time agreed to be consistent with the nature of the role.

*This job description is subject to annual review and/or change at other times in response to identified needs. It is expected that the post holder will undertake additional duties, as required, and in agreement with their line manager, to operate in a flexible environment.*

signed: \_\_\_\_\_ date: \_\_\_\_\_

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