



Job Description and Person Specification

Job Title	Social Emotional Mental Health Assistant
Department	
Location	Various (across all trust schools)
GR Number	
Grade	Scale F
Responsible to	Social Emotional Mental Health Officer Assistant Headteacher Aylsham High School
Effective Date	01 Sept 2019
Hours of Work	35 Hours (Term time plus 1)

Role and Context

Job Purpose	<p>To undertake individual and group work with young people across all ages of the trust schools. The role provides:</p> <ul style="list-style-type: none"> Direct classroom support Mentoring and 1:1 guidance Development of strategies to support SEMH needs Advice and guidance to other staff and other parties including delivering CPD Promotion of positive parenting strategies to support SEMH Support with accessing the family support process Onward referral and signposting to other key agencies for further support <p>The postholder will undertake other duties necessary to provide effective support to the young person and family, in accordance with the intervention plan for that child and under the direction of their Line managers.</p>
Context	<p>The postholder will work within The Aylsham Cluster Trust schools and settings across all phases with vulnerable young people and their families from nursery to secondary school.</p>



2.Principal Accountabilities

This post will deliver a key function/role across the trust, supporting the provision of SEMH services. It will;

1. Provide direct SEMH for vulnerable young people within schools or other establishments under the guidance of colleagues.
2. Take a lead role in delivering SEMH support to young people informed by comprehensive assessments of children as identified by schools. Liaising with staff to improve learning engagement. Organising and supporting appropriate learning environments and responses.
3. Take responsibility for developing and implementing individual learning plans, intervention plans, behaviour support plans, positive handling plans, risk assessments, and other relevant plans, for vulnerable young people including supporting attendance and reintegration.
4. Support parents of children with early signs of social, emotional, health or behavioural concerns, and work with them, school staff and other support agencies to prevent problems escalating and interfering with the child's ability to engage with school and learning.
- 5.To provide impartial information or referral to parents about the school and relevant local services, including local charities available to parents, children and families including those provided by education, social care, youth justice, childcare providers, the voluntary sector and others.
6. Provide assistance to schools seeking support ensuring a level of response depending upon need. Ensuring consistency in the implementation of SEMH support responses.
7. Helping in developing appropriate multi-agency approaches to support pupils including, when required, attending FSP meetings.
8. Contribute to a specialist area sharing expertise and skills with other staff, liaising with relevant colleagues, outside specialist and support agencies and maintaining up to date knowledge.
9. Promote high quality parenting such as promoting conversations between parents and their children, and encouraging authoritative rather than authoritarian discipline.



10. Carry out home visits where appropriate to support parents encouraging their children to maintain full and regular attendance.
11. Help to identify and support access to alternative learning opportunities where appropriate.
12. Following exclusion, help ensure there is a strategy for tackling the issue that led to the exclusion and for re-integrating the young person into school on return.
13. Support schools in developing effective practice for working in partnership with parents.
14. Keep records and all documentation pertaining to meetings/contact with children and young people and their families in line with school systems.
15. To undertake all duties with an over-riding regard for safeguarding of children and young people and in accordance with all current guidance and best practice in this area.
16. To undertake other duties appropriate to the grading of the post as required.

Review

This job description may be subject to modification or amendment at any time, after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the trust in relation to the post holder's professional responsibilities and duties.



Person Specification

This describes the qualifications, experience, skills and knowledge which are essential to do the job to a fully competent level.

Qualifications

Essential

Good general level of education/training(NVQ level 3 or equivalent as a minimum)

GCSE (or equivalent) English and Maths

Specialist skills/training in social, emotional, mental health related areas

Can work at NVQ 4 level overall

Experience

Essential

Experience of working with children of relevant ages

Experience of working with children with additional needs

Ability to plan effective actions for children at risk of underachieving

Able to demonstrate reflective practise

Able to use a range of ICT equipment to support learning including e learning programmes for children

Experience of working in a relevant setting and across phases

Desirable

Experience of working in a school/educational setting

Experience of working with a range of support services/providers as part of multi-disciplinary and agency planning and interventions

Experience with managing time and differing workloads

Skills/Knowledge

Essential

Understanding of principles of child development and learning processes and in particular, barriers to learning

Work constructively as part of a team, understanding classroom roles and responsibilities and own role within these

Ability to relate well to children of all ages and adults

Range of ICT skills including to support learning and recording and monitoring data

Working knowledge of child protection procedures, health and safety procedures, Disability Equalities Scheme/Act, confidentiality and data protection policy and procedures.

Willingness to undertake and provide training.



Desirable

Full working knowledge of relevant policies/codes of practice/legislation
Working knowledge of national curriculum across phases and other relevant learning programmes

General Information

- The job descriptions details the main outcomes required and should only be updated to reflect **major changes** that impact on the outcomes of the job.
- All work performed/duties undertaken must be carried out in accordance with relevant County Council, department and each school's policies and procedures, within legislation, and with regard to the needs of our users and the diverse community we serve.
- Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.
- The school and trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Our Values

The Aylsham Cluster Trust set of schools - TACT a co-operative trust. We uphold the co-operative values:

Self – help- we help people to help themselves

Self – responsibility- we take responsibility for, and answer to our actions

Democracy- we give our members a say in the way we run our organisation

Equality- we are genuinely inclusive and pursue success for everyone

Equity- we carry out our work in a way that is fair and unbiased

Solidarity- we share interests and common purposes with our members and other co-operatives

Our Ethical Values are:

Openness- nobody's perfect, and we won't hide it when we're not

Honesty- we are honest about what we do and the way we do it

Social responsibility- we encourage people to take responsibility for their



own community, and work together to improve it
Caring for others- we are a nurturing community that takes care of each other and we regularly support charities and local community groups