



Isca Academy – Job Description

Post: Social Emotional and Mental Health (SEMH) Intervention Co-ordinator

Line Manager: SENDCo

Grade: C

KEY PURPOSE OF ROLE

- Work with students, one to one, to encourage them to maximise their potential through a range of strategies and support programmes centred around social, emotional, mental health and wellbeing.
- Attending to the welfare of students including those with special educational needs; working with small groups or one to one.
- To implement agreed SEND programmes for individuals or groups, addressing the needs of students who need particular help to overcome barriers to learning and reach their potential.
- Draw up an action plan for individual students, set regular targets and actions and monitor the impact – thereby evaluating progress towards a more positive approach to managing wellbeing and consequently their learning.

ANTICIPATED OUTCOMES

- Supervise and provide support for students with Special Educational Needs and Disabilities (SEND), ensuring they can access learning and make outstanding progress.
- To provide a nurturing environment that helps children develop as learners.
- To help establish and maintain positive behaviour strategies.
- To contribute to the effective working of Isca Academy.

KEY DUTIES AND ACCOUNTABILITIES

- Delivering pre-determined learning/care/support programmes.
- Supervising and providing support for students, including those with special needs, ensuring their safety and access to learning.
- Take an active role in lessons, working within planned learning activities and supporting the class teacher as directed.
- Implement an agreed range of activities with individuals/groups of children, providing specialist programmes or specific pre-determined interventions.
- Assist the teacher in the whole observation, assessment and planning cycle, including detailed and regular feedback on pupils' achievement, progress, problems etc.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Development Programmes.
- Management/preparation of resources to support and enable students to access the learning environment, both indoors and outdoors.

- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans.
- Promote excellent standards of behaviour in line with the School's Behaviour Policy.
- Being aware of student problems/progress/achievements and report these to the teacher and Lead TA/SENDCo as agreed.
- Invigilating/administering and providing access arrangement support for routine tests/exams.
- Providing clerical/administrative support e.g. photocopying, typing, filing, displays etc. where necessary.
- Establish constructive relationships with parents / carers and where appropriate participate in feedback sessions with parents alongside the teacher, reporting on progress and achievements.
- Attend case conferences and re-integration meetings as required.

Whole School Responsibilities

- Assist with the supervision of pupils out of lesson times, including before and after School and at lunchtimes as required.
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher.
- Attending relevant meetings as required.

WORKING ENVIRONMENT AND CONDITIONS OF THE POST

- A School environment which will include both indoor and outdoor learning environments, as well as a normal office environment.

ALL ISCA ACADEMY STAFF ARE EXPECTED TO

- Ensure that the aims, priorities and policies of the Academy and Trust are adhered to, including the staff Safeguarding Code of Conduct.
- Attend parents, staff and team meetings as required, making a valued and professional contribution.
- Undertake break, lunch and after school supervision as agreed, according to Academy policy.
- Encourage the good conduct of all students and at all times on the Academy site and within its vicinity.
- To make a full commitment to personal professional development, engage positively in organised professional development activity and staff appraisal procedures.
- Maintain respectful and effective communication with students and other staff, including attendance at briefings and through completing student report cards and logs as appropriate.
- Maintain respectful, positive and effective communication with parents, including phone calls and letters home, as appropriate.
- Maintain positive and effective communication and liaison with partner schools and the wider community, as appropriate.
- Act as an advocate of the Academy and its pupils in all circumstances, ensuring every opportunity is taken to celebrate our success.
- To carry out other duties as reasonably requested by the Headteacher.

This job description is subject to review by consultation.

Isca Academy

SEMH Intervention Coordinator: Person Specification

	ESSENTIAL/ DESIRABLE	How Assessed*
Experience		
Experience of responding to individual additional needs (cognition and learning, communication and interaction, social, emotional and mental health, physical and sensory needs).	E	A, I, R
Experience in providing support on a 1:1 basis or to small groups of students.	E	A, I, R
Qualifications and training		
Minimum Level 2 qualifications (GCSE or equivalent, to include English and Maths)	E	A, C, I, R
Numeracy and literacy skills (at least equivalent to GCSE Grade C / 4 or above).	E	A, I, R
Requirement to participate in training/development as/when identified by line manager as essential for performance of the post.	E	A, I, R
NVQ 2 for Teaching Assistants or equivalent qualifications/experience	D	A, I, R
Knowledge and Skills		
Has good communication, planning and organisational skills	E	A, I, R
Demonstrates resilience, motivation and commitment to driving up standards of achievement	E	A, I, R
Acts as a role model to staff and children	E	A, I, R
Excellent communicator who enjoys working as part of a team	E	A, I, R
Basic understanding of child development and learning	E	A, I, R
Effective team player	E	A, I, R
Ability to use technology to a basic level – e.g. computer, video, photocopier etc.	E	A, I, R
Ability to fulfil all spoken aspects of the role with confidence and fluency in English.	E	A, I, R
Qualities		
Vision aligned with Isca Academy's high aspirations/expectations of self and others	E	A, I, R
Genuine passion and a belief in the potential of every child	E	A, I, R
Motivation to continually improve standards and achieve excellence	E	A, I, R
Commitment to driving standards and ensuring every child is challenged to achieve their maximum potential	E	A, I, R
Commitment to regular and on-going professional development and training to establish outstanding classroom practice	E	I
Committed to equality of opportunity and the safeguarding and welfare of all pupils	E	I, R
Must pass <i>all</i> relevant safeguarding of children checks	DBS checks, self-declaration and interview	

*AF= Application Form; R= References; I= Interview