**SEMH Pastoral Liaison Officer**

**JOB DESCRIPTION**

**Role Purpose:**

The purpose of this role is to lead on the SEMH program of provision across the school.

**Key Accountabilities:**

Reporting to the SEND lead, this post holder will be accountable for

Leading on the SEMH (Social, emotional, mental health) provision across the school

* Leading on the organisation, monitoring and quality assurance of all tiers of SEMH provision that include both internal and external interventions
* Liaising with the SEND and pastoral team to identity key students that require additional SEMH support
* Responding to the needs of the school by tailoring what is being offered throughout the year
* Leading on the delivery of SEMH programs such as anger management, self- esteem and anxiety.
* Training staff on the delivery of internal SEMH programs
* To be a keyworker for targeted students who have SEMH on the SEND register
* Input and maintain all relevant data into SIMS, Edukey, CPOMS and other relevant systems
* Raise any concerns with your line manager immediately
* Maintain accurate student files ensuring all correspondence is attached
* Provide information for key data collection points across the year
* Run reports for colleagues and stakeholders
* Attend relevant meetings as requested by your line manager and record notes/minutes if required

Providing effective specialist support for at least one (if not more) of the following areas

SEMH

Safeguarding

Attendance and Punctuality

Admissions and Transition

DSEN

Behaviour and Detentions

* Complete relevant paper work such as referral forms, exclusion papers, statutory returns, free school meals information, etc
* Co-ordinate and communicate information to relevant staff, agencies and parents
* Develop good relationships with colleagues, pupils and external stakeholders
* Assist with home visits as required
* Deliver interventions
* Liaise with external agencies and alternative provision as appropriate
* Ensure parents/carers are aware of their statutory responsibilities by providing information and advice
* Recognise good attendance and behaviours using Academy’s reward system
* Be aware of and comply with policies and procedures relating to attendance, child protection, safeguarding and data protection.

Culture

* Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT’s policies and procedures, reporting all concerns to an appropriate person.
* Responsible for working in accordance with E-ACT’s policy relating to the promotion of Equality, Diversity and Inclusivity

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

**PERSON SPECIFICATION**

Whether you’re a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

* We want everyone to ***think big*** for yourselves and for the world around you;
* We want everyone to ***do the right thing*** in everything you do, even when this means doing something that’s hard, not popular or takes a lot of time;
* We want everyone to show strong ***team spirit***, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

**OUR VALUES**

|  |  |
| --- | --- |
| **Thinking Big** | * Show energy, enthusiasm and passion for what you do
* Demand the highest quality in all that you do, and in the work of your team
* Willing to champion new ideas and think beyond the status quo
* Show an ability to think creatively and ‘outside of the box’ in your area of expertise, continually seeking improvements in what you do to make the organisation better
* Be open to new ideas and change where it will have a positive impact on the organisation
* Show a willingness to embrace different ideas and ways of thinking to improve E-ACT
* Ability to ‘look outside’ – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work
* Commitment to self-development, and developing your wider Team
* Ability to self-reflect on yourself, your performance, and to think about how this could be improved further
* Ability to encourage ideas from others in order to improve the organisation and build your team’s confidence
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| **Doing the Right Thing** | * Have integrity and honesty in all that you do
* Make decisions that are based on doing the right thing, even when this means that they’re unpopular or will lead to more work
* Take responsibility and ownership for your area of work
* Have difficult conversations or deliver difficult messages if that’s what’s required to do the right thing by our pupils
* Be transparent and open
* Be resilient and trustworthy
* Stand firm and stay true to our mission
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| **Showing Team Spirit** | * Understand how you can have a greater impact as a team than you can as an individual
* Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission
* Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level
* Recognise and celebrate the success and achievements, no matter how small, of your colleagues
* Be generous with sharing your knowledge to help to develop others
* Understand and be willing to receive suggestions and input on your area of work from others
* Support your colleagues, even when this means staying a little later, or re-prioritising some of your work
* Be aware of other peoples’ needs and show an ability to offer genuine support
* Show an awareness and respect for peoples’ differences, and recognise how different characteristics and personal strengths build dynamic and great teams
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**KNOWLEDGE, EXPERIENCE & SKILLS**

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| --- | --- |
| **Requirement** | **Assessed at** |
| **E –** Essential | **A –** Application Stage |
| **D –** Desirable | **I –** Interview Stage |
|  | **P –** During the probationary period |

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| --- | --- | --- | --- | --- | --- | --- |
|  |  | **E** | **D** | **A** | **I** | **P** |
| **Organisational Fit** | Thinking Big | X |  | X | X | X |
| Doing the Right Thing | X |  | X | X | X |
| Showing Team Spirit | X |  | X | X | X |
| **Knowledge** | GCSE Maths and English minimum grade 4 or equivalent | X |  | X | X |  |
| Relevant safeguarding qualification and/or training | X |  | X | X |  |
|  | X |  | X | X | X |
| Knowledge of statutory processes and responsibilities relating to child protection  | X |  | X | X | X |
| Knowledge of the issues related to working with children who reside in areas of high socio-economic deprivation | X |  | X | X | X |
| **Experience** | Experience of systems, processes and documentation relevant to one or more of the specialist areas:* Safeguarding
* Attendance and Punctuality
* Admissions and Transition
* DSEN
* Behaviour and Detentions
 | X |  | X | X | X |
| Experience of working with external agencies | X |  | X | X | X |
| Experience of extracting and analysing data and running standard reports | X |  | X | X | X |
| Experience of dealing with sensitive and confidential student information | X |  | X | X | X |
| Experience of preparing documentation for external agencies and statutory returns |  | X | X | X | X |
| **Skills** | Ability to work effectively within a team environment | X |  | X | X | X |
| Ability to build and maintain effective working relationships with pupils and parents/carers | X |  | X | X | X |
| Ability to build and maintain effective working relationships with internal colleagues and external agencies | X |  | X | X | X |
| Ability to communicate effectively with a wide range of stakeholders using a variety of media | X |  | X | X | X |
| Ability to hold difficult conversations confidently and effectively | X |  | X | X | X |
| Ability to produce reports in appropriate formats |  | X | X | X | X |
| Ability to analyse and evaluate data to identify trends and issues | X |  | X | X | X |
| Ability to prioritise workload effectively to meet deadlines and work under pressure | X |  | X | X | X |
| Ability to use ICT and other specialist equipment | X |  | X | X | X |
| Ability to use software, spreadsheets, databases and other packages effectively | X |  | X | X | X |