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| Service and job specific context statement | |
| **Directorate:** | Children and Young People's Service |
| **Service:** | Inclusion |
| **Post title:** | Specialist Practitioner (Social, Emotional and Mental Health (SEMH)) |
| **Grade:** | H |
| **Responsible to:** | SEMH Specialist |
| **Staff managed:** | None |
| **Date of issue:** |  |
| **Job family:** | **E - Education/School** |

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| Job context |
| The Inclusion Service works in partnership with all schools and settings within North Yorkshire to promote the inclusion, participation and achievement of children and young people with SEND. These services are allocated into SEND hubs, coordinating provision at a locality level across CYPS as a whole, to ensure needs are met holistically.  This role involves a specialist level of spoken communications so a confident use of English language is required. |
| Job specifics |
| * Identify accountabilities that are different or additional to the benchmark/template post. |

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| **Structure** |

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| Job Description | |
| **Directorate:** | Children and Young People's Service |
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| **Responsible to:** | SEMH Specialist |
| **Staff managed:** | None |

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| Job purpose | Under the guidance of the SEMH Specialist, to support and advise schools, settings and parents/ carers in:   * Determining the nature and underlying causes of SEMH difficulties * Planning appropriate support and intervention * Supporting access to the curriculum and class activities * Developing whole school provision and approaches to meeting needs, including restorative approaches and behaviour policies * Managing challenging behaviour, including de escalation |
| Operational management | * To manage a peripatetic caseload as specified by the line manager and in accordance with service policies * To provide appropriate, individually tailored support, advice and early intervention for CYP on caseload. This may include:   1. Running parents groups   2. Modelling interventions and approaches to schools and settings over longer periods of time   3. Coach other practitioners in effective support, including support within the home   4. Observations of functioning and planning intervention groups   5. Writing Education, Health and Care Plan (EHCP) advice (signed off by teacher)   6. Direct intervention using evidence based approaches such as restorative approaches, Pivotal, nurture * To provide data on children and young people’s progress and outcomes to inform LA data collection and analysis, service development and professional performance management; * To advise children and young people, parents, and staff on the management and use of specialist equipment as necessary. * To contribute to Individual Education Plans and specific programmes of work. * To contribute to reports, reviews and re-assessments as required, including writing advice for EHCPs with support of specialist teachers * To work as part of a co-operative locality hub team based on a flexible approach to support. * To effectively monitor, manage and advise schools on appropriate resources. * Work within the boundaries and ethos of school/service policies and procedures * Prioritise and manage own workload within the boundaries of the role, and as advised by professional lead * Ensure that all work is planned for maximum efficiency and minimal travel |
| Communications | * Develop a range of appropriate information / supporting materials (including web based) to support schools and families. * Use clear, accessible language when communicating. |
| Partnership / corporate working | * To work collaboratively within the locality based multi disciplinary teams adopting a key working approach to supporting children and young people * Develop and sustain integrated working and effective relationships with health, statutory and voluntary agencies, and professionals within the broader range of services for children and families to support children and young people, specifically the SEND locality hub |
| Resource management | * Recommend resources and equipment which may benefit the professional development of the team to the Lead. |
| Systems and information | * Provide data on children and young people’s progress and outcomes to inform LA data collection and analysis, service development and professional performance management; * To keep appropriate and timely records and case notes |
| Strategic management | * Work within the boundaries and ethos of school/service policies and procedures |
| Safeguarding | * Ensure appropriate confidentiality in all interactions. * Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with. * Involve learners when taking actions that concern them. * Communicate, record and report actions and outcomes using the most appropriate format e.g. service recording forms (ROSI). * Use clear, accessible language when communicating. * Ensure that information sharing protocols for children and young people, and their families, as set out in the General Framework for Information Sharing in North Yorkshire (2005) are adhered to. |

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| **Person Specification** |  |
| **Essential upon appointment** | **Desirable on appointment** |
| **Knowledge**   * Knowledge of child development, attachment and impact of early trauma * Up to date knowledge of SEMH and the impact of this on CYP’s development in all areas, and how this may manifest in school and home * Up to date knowledge of behaviour frameworks based on relationships such as restorative, nurture * Knowledge of de-escalation and managing conflict * Knowledge of Early Years / Pre-School initiatives * Knowledge of Statutory Assessment procedures/Code of Practice * Knowledge of mainstream School curriculum |  |
| **Experience**   * Can demonstrate experience of working with pupils with SEMH needs * Can demonstrate experience of working with families of SEMH children and young people * Can demonstrate recent experience as a peripatetic Teaching Assistant or Support Practitioner * Experience of working within educational settings | * Experience of working with children and young people 0-25 |
| **Occupational Skills**   * Excellent verbal & written skills * Excellent interpersonal & communication skills * Excellent personal and time management skills * Skilled in delivering in service training * Excellent ICT skills * Ability to work collaboratively with others * Excellent recording and report writing skills * Excellent assessment skills and target setting * Ability to devise appropriate teaching materials to support a given intervention * Literacy and numeracy skills to minimum level 2. | * Ability to deliver in service training |

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| **Professional Qualifications/Training/Registrations required by law, and/or essential for the performance of the role Qualifications**   * Basic numeracy and literacy qualifications to GCSE level to professional qualifications | * Qualifications or evidence of CPD in related disciplines |
| **Other Requirements**   * Positive can do attitude, solution focused approach. * Able to work alone and as part of a team * Able to manage time effectively * Excellent, proven organisational skills * Ability to travel for work purposes * Use flexible working procedures to maximise efficiency in working procedures |  |
| **Behaviours** | [Link](http://www.northyorks.gov.uk/article/23524/What-you-should-know-before-applying-for-a-job) |

NB – Assessment criteria for recruitment will be notified separately.  
Optional - Statement for recruitment purposes: You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill specific areas over the course of the selection process.