

JOB DESCRIPTION

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| POST: | SEMH Outreach Teacher |
| GRADE: | Leadership Scale (L4 – L9) |
| RESPONSIBLE TO: | Behaviour and Inclusion Consultant |
| RESPONSIBLE FOR: | Supporting and improving the outcomes for pupils who have behaviour challenges and are at risk of permanent exclusion in mainstream schools |
| DIRECTORATE: | Children's Services |

Terms and Conditions

The post holder is required to carry out all general, particular and professional duties as set out in the most recent School Teachers Pay and Conditions of Employment Document and work in accordance with the Professional Standards for Teachers.

To take responsibility, relevant to the post, for ensuring that Council statutes and government legislation is upheld. This includes, amongst others, Management Compliance Charter, Environmental Policy, Data Protection Act, Race Equality Action Plan, Quality Assurance Plan, Health & Safety, Sustainable Construction and Recycling.

To take responsibility for tackling racism and promoting good race, ethnic and community relations.

Main purpose of post

1. To work across the educational settings within Lambeth to improve the standard of teaching and learning for students and to develop early intervention programmes and resources for students with SEMH needs or who are at risk of exclusion
2. To work collaboratively with officers of the local authority so that students with complex needs referred to the Fair Access Panel and AEP's receive quality teaching, and targeted interventions and support
3. To support leadership teams within schools to increase their capacity by developing behaviour strategies and delivering training for school staff across settings in Lambeth.

4. To support a caseload of pupils with SEMH needs or behavioural challenges.
5. To develop and maintain effective networks across key staff in schools with responsibilities for behaviour and inclusion to enable the effective embedding of good practice and broadening of capacity in local schools.
6. Facilitate the work of school-to-school support to build capacity and raise standards, by developing a Behaviour and Inclusion network to allow good practice to be shared across Lambeth.
7. To support networks by working collaboratively with schools, professionals and families.
8. To develop and support educational pathways to adulthood
9. To deliver a behaviour CPD program for school staff and work collaboratively with the school support services
10. Undertake evaluation of behaviour policies in schools and teacher performance with senior leaders of schools,

Key Unit Accountabilities

This job description is intended as a guide and is not an exhaustive list of the duties and responsibilities of this role, such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed.

- To provide behaviour outreach support within schools and co-ordinate services with team managers from pupil support services
- To support schools in the development of inclusion leads and the effective use of resources
- Work collaboratively with the inclusion team to ensure compilation of information and detailed analysis of data from schools are used to form an accurate evaluation of performance for inclusion This will include the drafting of reports and briefings to share with appropriate stakeholders as required. Use the analysis to inform target setting and performance measures
- Develop a strategy for early intervention for behaviour within school settings and post 16's.
- Support in the development and implementation of strategies for the further enhancement of the outcomes for pupils with students at risk of permanent exclusion, and projects, leading and monitoring their impact
- Facilitate the work of school-to-school support to build capacity and raise standards across a group of schools, sharing practice across Lambeth. This to include support for schools developing partnerships, federations and MATS in line with policies
- Support relevant managers to provide a locally determined school improvement function that is differentiated and champions the needs of pupils within inclusion
- Implement and monitor specified performance objectives, including evaluating the impact of interventions, and use this to plan support for individual schools: at teacher, subject leader, and governor, school, or MAT level
- Manage the identification and dissemination of best practice, assessment, learning and leadership across appropriate stakeholders.

- Develop and deliver a range of training and development opportunities which contribute to raising standards across Lambeth for pupils in line with Lambeth's SEN and inclusion Strategy
- Undertake evaluation of behaviour policies in schools and teacher performance with senior leaders of schools, including triangulation of evidence to support a judgement for quality of teaching. Provide analysis, evaluation and coaching as appropriate for the further development of teaching and individual practitioner level, within schools.
- Contribute to departmental, directorate and corporate performance plans as required and to set objectives to ensure that the Early Intervention behaviour outreach develops in line with changing needs, including service users and national standards.
- Seek ways to develop the multi-agency services provided so that they model best practice and ensure the safe care of children and young people.
- Promote the use of inclusion and outreach services in a reflective and creative way to enhance teaching and learning, improve attendance and reduce exclusions in schools, early years and alternative education settings.
- Attend the Fair Access Panel and tribunals where necessary
- Carry a caseload by supporting the reintegration of students presented at the Fair Access panel
- To support schools responding to data regarding exclusions and suspensions

GENERAL/CORPORATE RESPONSIBILITIES:

- To undertake such duties as may be commensurate with the seniority of the post.
- To ensure that the Council's corporate Health & Safety policy is followed, and training is undertaken in all pertinent health and safety procedures.
- To partake in the Council's and Directorate's staff training and development policies as well as the Council's system of performance appraisal.
- To treat all information gathered for the Council and Directorate, either electronically or manually, in a confidential manner.
- All employees are required to demonstrate a commitment when carrying out their duties which promotes and values diversity and the equality of opportunity in relation to employees and service users which is in line with the Council's Equality & Diversity Policy.
- To be responsible for identifying and managing all risks associated with the job role through effective application of internal controls and risk assessments to support the achievement of Corporate and Service objectives.
- To ensure the highest standards of customer care are always met.
- To ensure the principles of Value for Money in service delivery is fundamental in all aspects of involvement with internal and external customers.
- To ensure that the highest standards of data quality are achieved and maintained for the collection, management, and use of data.
- To positively promote the welfare of children, young people, and vulnerable adults and ensure that it is recognised that Safeguarding is everyone's responsibility; and to engage in appropriate training and development

opportunities which enhance an individual's knowledge and skill in responding to children, young people and vulnerable adults who may need safeguarding

- At all times, carry out the duties of this post with due regard to Corporate Equal Opportunities Policy, Bullying and Harassment Policy, Managers Charter and Valuing Diversity, ensure that all staff adhere to these policies and lead on equality impact assessments as necessary.

Person Specification

SEMH Outreach Teacher (L4 – L9)

It is essential that in your written supporting statement you give evidence or examples of your proven experience in each of the short-listing criteria marked Application (A).

You should expect that all areas listed below will be assessed as part of the interview and assessment process should you be shortlisted.

If you are applying under the Disability Confident Scheme, you will need to give evidence or examples of your proven experience in the areas marked with a “✓” Tick on the person specification when you complete the application form.

Disability Confident is a scheme that is designed to help you recruit and retain disabled people and people with health conditions for their skills and talent. If the candidate meets all the essential role criteria – a guaranteed interview should be undertaken.

| Key Indicators | | Shortlisting Criteria |
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| Qualifications | | |
| Q1 | Qualified teacher: PGCE or equivalent | A✓ |
| Q2 | Post graduate qualifications in SEND or Psychology | A✓ |
| Knowledge | | |
| K1 | Detailed knowledge of all national legislation, code of practice and statutory requirements & legal framework regarding exclusions and suspensions | |
| K2 | Robust understanding of the needs and strategies necessary to support children with SEMH needs or behavioural challenges | A✓ |
| K3 | A proven knowledge of equal opportunities and inclusion policies as they affect pupils and their families | |
| K4 | Knowledge and understanding of the nature and effects of racial and economic disadvantage and inner-city deprivation and the ability to develop appropriate responses to the arising needs | |
| K5 | Detailed knowledge of the latest educational research and best practice relating to behaviour and safeguarding in schools | A✓ |

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| Experience | | |
| E1 | Experience of analysing data to inform operational procedures | |
| E2 | Experience of co-ordinating interventions for students with SEMH needs or at risk of exclusion | A✓ |
| E3 | Practical working experience of developing and providing training to teachers and school staff. | |
| E4 | Proven teaching experience of raising standards leading to good outcomes for pupils. | A✓ |
| E5 | Ability to plan, prioritise and manage delivery of varied workloads to agreed standards, whilst carrying an individual caseload, without direct supervision | |
| E6 | Experience of working in a situation where different agencies and disciplines have been required to work together collaboratively. | A✓ |
| E7 | Experience of developing strategic plans to improve outcomes within an educational setting and drafting SEN and / or behaviour policies | A✓ |
| Key Values and Behaviours | <p>Equity</p> <p>This means that we strive for equity and justice in everything we do. Everyone is important and we are not afraid to challenge the status quo.</p> <ul style="list-style-type: none"> - Listen to the views of others and ask for their opinions - Ensure fairness and justice is at the heart of our decision making - Take time to build trust, taking accountability for doing what we agree to do - Are inclusive and celebrate diversity, recognising everyone as individuals. | |
| | <p>Ambition</p> <p>This means we are united in our ambitions for Lambeth and strive for excellence in everything we do.</p> | |

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| | <ul style="list-style-type: none"> - Be proud of our borough and people and aim for the highest possible standards of excellence in everything we do - Be flexible and try new things when it is appropriate to do so - Work as one team for Lambeth facing our challenges together - Be courageous for our residents and communities and stop at nothing to ensure they have the best possible outcomes | |
| | <p>Kindness</p> <p>This means we are respectful, trusting and supportive of each other as One Lambeth team.</p> <ul style="list-style-type: none"> - Treat each other with respect and dignity just as we would want for ourselves - Encourage each other to do our very best work - Support and look out for one another, lending a hand wherever we can - Learn from mistakes and take action to put things right together - Take time to communicate with each other, being honest, open and genuine, providing timely feedback on what we can do better | |
| | <p>Accountability</p> <p>This means we make evidenced based decisions, take action and hold ourselves and each other to account to deliver our ambitions. We get the basics right.</p> <ul style="list-style-type: none"> - Do the right thing even when it's tough and communicate our decisions in a timely way - Take individual and collective accountability for performance and delivery - Plan ahead, getting the basics right and take swift action when problem arise - Know your residents, communities and customers, their needs and put them at the centre of everything we do | |

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| | - Take responsibility for your learning and share knowledge and skills with others | |
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