

Job Description and Person Specification

SECONDARY SEMH OUTREACH ADVISOR

A Lambeth to be proud of



Job Title: Secondary SEMH Outreach Advisor

Department: Education

Division: Education and Learning

Grade: Leadership Scale (L6- L10)

Reports to: Behaviour and Inclusion Consultant

Responsible for: Supporting and improving the outcomes for pupils who have behaviour that challenges and are at risk of permanent exclusion in mainstream schools

Context

The service includes the Behaviour and Inclusion Consultant who leads the team 2 SEMH advisors one for primary and the other for secondary locations and a family support mentor.

You will be part of a service that supports settings to deliver quality teaching and timely interventions that improves outcomes for vulnerable children and young people with behaviour that challenges in our vibrant and diverse borough.

You will work in a multi-professional way in partnership with our EHCP team, children's social care, educational psychologists Inclusion team, other educational support services as well as families to improve outcomes and reduce suspensions and permanent exclusions for children and young people

Job Purpose

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. 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,
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Responsibilities

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.

1. To provide behaviour outreach support within schools and co-ordinate services with team managers from pupil support services
2. To support schools in the development of inclusion leads and the effective use of resources
3. 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
4. Develop a strategy for early intervention for behaviour within school settings and post 16's.
5. 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
6. 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
7. Support relevant managers to provide a locally determined school improvement function that is differentiated and champions the needs of pupils within inclusion
8. 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.
9. Manage the identification and dissemination of best practice, assessment, learning and leadership across appropriate stakeholders.
10. 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
11. 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.
12. 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.
13. Develop and lead the Behaviour and Inclusion Outreach meetings
14. 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.
15. 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.
16. Attend and the Primary and Secondary Inclusion Panel and tribunals where necessary
17. Carry a caseload by supporting the reintegration of students presented at the Fair Access panel.
18. 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

<p>It is essential that in you can meet the following requirements for the role and be able to give evidence or examples of your proven experience in each of the short-listing criteria marked Application (A).</p> <p>You should expect that all areas listed below will be assessed as part of the interview and assessment process should you be shortlisted.</p> <p>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 “Ticks” (✓) on the person specification when you complete the application form.</p>			Shortlisting Criteria
<p><i>For link/career graded post, please mark knowledge, experience, and behaviours clearly for each grade.</i></p>			
Qualification	Q1	Qualified secondary teacher: PGCE or equivalent	A✓
	Q2	Qualified SENCo or significant experience as a senior leader with responsibility for inclusion/SEMH	A✓
Knowledge	K1	Detailed knowledge of national legislation, statutory guidance and the legal framework relating to exclusions, suspensions and SEND	
	K2	Robust understanding of the needs of pupils with SEMH and behavioural challenges, and evidence informed strategies to support them effectively	A✓
	K3	Secure knowledge of equality, diversity and inclusion legislation and policies, and how these apply to pupils and families	
	K4	Understanding of the impact of racial and socio-economic disadvantage and inner city deprivation, and the ability to develop appropriate, inclusive responses	
	K5	Up to date knowledge of educational research and best practice relating to behaviour, safeguarding and inclusion	
Relevant Experience	E1	Experience of analysing and using data (e.g. exclusions, attendance, behaviour trends) to inform operational practice and targeted support	A✓
	E2	Experience of coordinating and overseeing interventions for pupils with SEMH needs or those at risk of exclusion	A✓
	E3	Practical experience of designing and delivering professional development and training for teachers and school staff	
	E4	Proven secondary teaching experience, demonstrating the ability to raise standards and improve outcomes for pupils	A✓
	E5	Ability to plan, prioritise and manage a varied workload, including holding an individual caseload, with minimal supervision	
	E6	Experience of effective multi agency working, contributing to collaborative planning and problem solving across services	A✓
	E7	Experience of developing strategic plans to improve	

		inclusion and outcomes, including drafting or contributing to SEN and/or behaviour policies	
	E8	Proven experience of working with and advising senior leaders (e.g. Headteachers, Deputy Heads, SENCOs) to strengthen whole school approaches to SEMH, behaviour and inclusion, including policy development, strategic planning and workforce capacity building	A✓

CORE VALUES AND BEHAVIOURS



- Listen to the views of others and ask for their opinions making sure that everyone in my team inputs into the things that matter.
- Ensure fairness and justice is at the heart of my decision making and support to my team and others.
- Take time to build trust, building the respect of our stakeholders and ensuring as a team we take accountability for doing what we agree to do.
- Develop others and ensure we work as one team for Lambeth, encouraging everyone to play their part.
- Take positive action to ensure everyone in my team has opportunities to learn and grow at work.
- Encourage everyone to be themselves at work and value who they are.
- I am inclusive and actively celebrate diversity, recognising everyone in my team as individuals.

- Treat each member of my team with respect and dignity just as I would want for myself.
- Encourage each member of my team to do their very best work and am available to them to provide support and guidance.
- Personalise my support to each team members and look out for them, lending a hand wherever I can
- Encourage everyone to try and learn from mistakes and use integrity to take action with my team to put things right together
- Work with empathy seeking to understand each and every member of team, their unique perspective and circumstances and ensure everyone is heard
- Take the time to communicate, being honest, open and genuine and taking the time to get to know team members as individuals.



- I encourage and support my team to do the right thing even when it's tough and we communicate our decisions in a timely way.
- I ensure my team and employees take individual and collective accountability for performance and delivery, making sure that they have clear plans and performance objectives.
- I ensure my team plan ahead, getting the basics right and take swift action when problems arise.
- I encourage my team to be risk aware and ensuring that our decisions and actions are informed and understood and communicated to others.
- I provide regular, timely and constructive feedback to my team members on their performance and behaviours and act quickly when performance is not on track.
- I share my learning, knowledge and skills with others through coaching and mentoring and encourage others to do the same.
- I ensure that my team and I put residents, communities, customers and their needs at the centre of everything we do.
- I encourage my team to learn and grow and ask questions to find the information they need to do their jobs.

Accountability behaviours



One Lambeth
CONNECTED BY PURPOSE

Ambition behaviours



One Lambeth
CONNECTED BY PURPOSE

- Am proud of our borough and my team and encourage everyone in the team to aim for the highest possible standards of excellence in everything we do.
- Encourage my team to be flexible and try new things when it's appropriate to do so and tell me what could be improved.
- Promote a one team for Lambeth approach reaching out to our stakeholders to face our challenges together.
- Encourage and support my team to be courageous for our residents and communities and stop at nothing to ensure they have the best possible outcomes.
- I make time for the team to Innovate and look for creative ways to do things better, being curious about possibilities.
- Positively challenge and encourage the team to collaborate and look for solutions together across service and team boundaries.
- Make time for my team to grow and develop taking advantage of opportunities to learn from each other and others. We plan our learning and career growth.