

**Suttons Primary School**

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Suttons Primary School

**Job Title – Social, Emotional & Mental Health (SEMH) Unit Lead Teacher / Manager**

**Job Purpose**

To lead, manage, maintain and develop the high quality SEMH SEND provision and manage pupil achievement.

To provide emotional and social well-being support to all SEND children and support personal development.

To lead teaching and learning in the SEND Unit and to develop the Unit in line with the school approach, vision and ethos.

To be accountable for promoting and safeguarding pupil welfare and personal development.

To develop a positive working environment that supports children’s learning.

To develop a partnership working with other outside professional agencies, including external parties such as schools, local authority representatives and specialist professionals.

To manage and ensure the successful transition of pupils entering the SEND Unit and then transitioning to other educational establishments. This includes working with the school SENCO when responding to consultations; arranging visits for prospective children and, if needed, representing the school at tribunals.

**Principal accountabilities / Responsibilities of the job;**

All teachers are required to carry out the duties of a school teacher as set out in the current School Teachers Pay & Conditions Document. Teachers should also have due regard to the Teacher Standard. Teachers performance management will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school. The Lead teacher will be accountable to the Headteacher, Inclusion Lead and the SENDCo.

Ensuring a range of effective structures and systems aimed at supporting student achievement and progress.

Plan and deliver a rich and ambitious curriculum that is differentiated and adjusted so that pupils are able to access learning that is appropriate to their needs.

Leading work on interventions to support children’s development.

Ensuring the SEND Unit resource [staff and provision] are effectively deployed in order to maximise pupil achievement and progress.

Line manage the SEND Unit staff and undertake performance management of the relevant staff.

Liaise with SLT and DSL to share all relevant attainment, achievement, wellbeing and safeguarding information.

**Teaching and learning**

Provide a rich and ambitious curriculum that is differentiated/adapted, support offer appropriate to the needs of the SEND Unit pupils, and ensure all elements of EHCPs are followed.

Contribute to the school development plan about the development of learning and teaching for the children on a whole school level, in conjunction with the leadership team.

To raise awareness of Social, Emotional and Mental Health; informing staff and children about national events.

Ensure resources and provision meet the needs of the children and make necessary adaptions to learning where needed.

Ensure the emotional and social well-being and personal development of all students within and beyond the school.

Ensure parents/carers are informed of student progress.

Establish and maintain a calm, purposeful, safe and secure learning environment which promotes pupils self-esteem.

Monitor the impact of support being provided and the effectiveness of your teaching and adapt as necessary, drawing on advice and recommendations from other professionals.

Foster close relationships with parents/carers, other professionals and the wider community. Assist them to support their child’s learning at home.

Maintain and update knowledge and skills in meeting the needs of students within Social, Emotional & Mental Health needs.

**Monitoring, Assessment, Recording, Reporting and Accountability**

Maintain good organisation and accurate assessments in pupil profiles so they offer a clear record of pupils’ progress in relation to the curriculum and Social, Emotional & Mental Health needs.

Be familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents/carers and professionals.

Monitor progress of pupils and offer support to ensure all pupils can access excellent learning opportunities.

Provide the appropriate assessment, report and documentation for any statutory process.

**Safeguarding**

Be keenly aware of the responsibility for safeguarding children and to help lead the application of KCSIE and follow whole school policies and procedures in relation safeguarding children – Child protection, whistleblowing, behaviour policy, peer on peer abuse, positive handling, Health and safety. This includes:

* Acting as the safeguarding lead professional for the SEND Unit
* Liaising with the Designated Safeguarding Lead on safeguarding concerns within the setting
* Be involved in any safeguarding processes (Early Help, CIN, or Child protection) involving children in the SEND Unit, including attending meetings, liaising with social care professionals and preparing documentation

**Management and Administration**

Manage all staff working in the Unit.

To be responsible for the school day running of the Unit; to allocate duties and responsibilities to staff, duty rotas including the deployment of staff, rooms and other resources.

Contribute to the induction of new members of staff.

Participate, as required, in tasks relating to the curriculum, organisation and pastoral functions of the school.

Participate in any arrangements made by the school for performance management and continuing professional development.

Work collaboratively with others to develop effective professional relationships, communicating and co-operating with relevant external bodies.

To attend meetings and produce written reports for individual pupils as and when required for example, annual reviews, Inclusion Meetings, etc.

To partake in supervisory duties.

To be responsible for producing short term targets that link to long term EHCP outcomes and share these with Unit staff.

To contribute to reporting to the Governing Body as requested by the Headteacher if required.

In conjunction with the school SENCo, lead annual reviews and update pupil support plans and EHCPs.

Engage with, and be part of the organisation of, the Local Authority Quality Assurance Reviews for SEND Units.

Attend and deliver whole school, unit based and individual training and managing ongoing CPD.

**Personal Specification**

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| Skills and Knowledge | * Experience of good/outstanding teaching across the primary age range. * Knowledge and understanding of the SEND CoP and the Equalities Act. * Experience of successfully meeting the needs of students with SEND. * Knowledge and understanding of Social, Emotional & Mental Health approaches to learning. * The ability to lead, model and mange positive behaviour, good order and assertive discipline in school. * Experience and know of basic literacy and numeracy skills and how to develop them in students using known and successful strategies and interventions. * Knowledge of the Primary national Curriculum across all age ranges. * Experience of leading a core Curriculum Subject (Desirable). * Knowledge of Education, Health and Care Plans (EHCPs) and statutory regulations that are involved. * Experience of working with external agencies. * Experience of leadership and management within a school setting, including the ability to lead and manage a team effectively and efficiently. * Up to date child protection training. * Knowledge of effective teaching and learning strategies. * Experience of working with children with complex needs, such as Social, Emotional & Mental Health needs. * Experience, knowledge and use of strategies and systems for supporting communication and interaction needs. * The ability to manage school information and data for recording, monitoring, evaluation and reporting. |
| Personal Qualities | * Be able to show compassion, care & kindness to create a sense of belonging for all children and staff. * Be able to show empathy, understanding and care to all children at all times. * Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal. * A clear ability to demonstrate solution focused thinking and resilience to meet the needs of children. * Be able to foster effective working relationships with a range of other professionals. * Show reliance and the ability to work under pressure. * Proven ability to be creative. * Have excellent communication skills, oral, written and presentational. * Have a commitment to safeguarding and welfare of children. * Demonstrate commitment to pupils and their learning and well-being. * Ability to be self-reflective. * Commitment to equality. * To have personal regard for the ethos, policies and practices of the school and maintain high standards in your own attendance and punctuality. |
| Qualifications and Experience | * Qualified Teacher Status. * Successful teaching experience, including in middle management position(s) **OR** a successful Fast track progression route. * Post threshold teacher status (desirable). * Evidence of continuing professional development, for example, Leading From the Middle |