

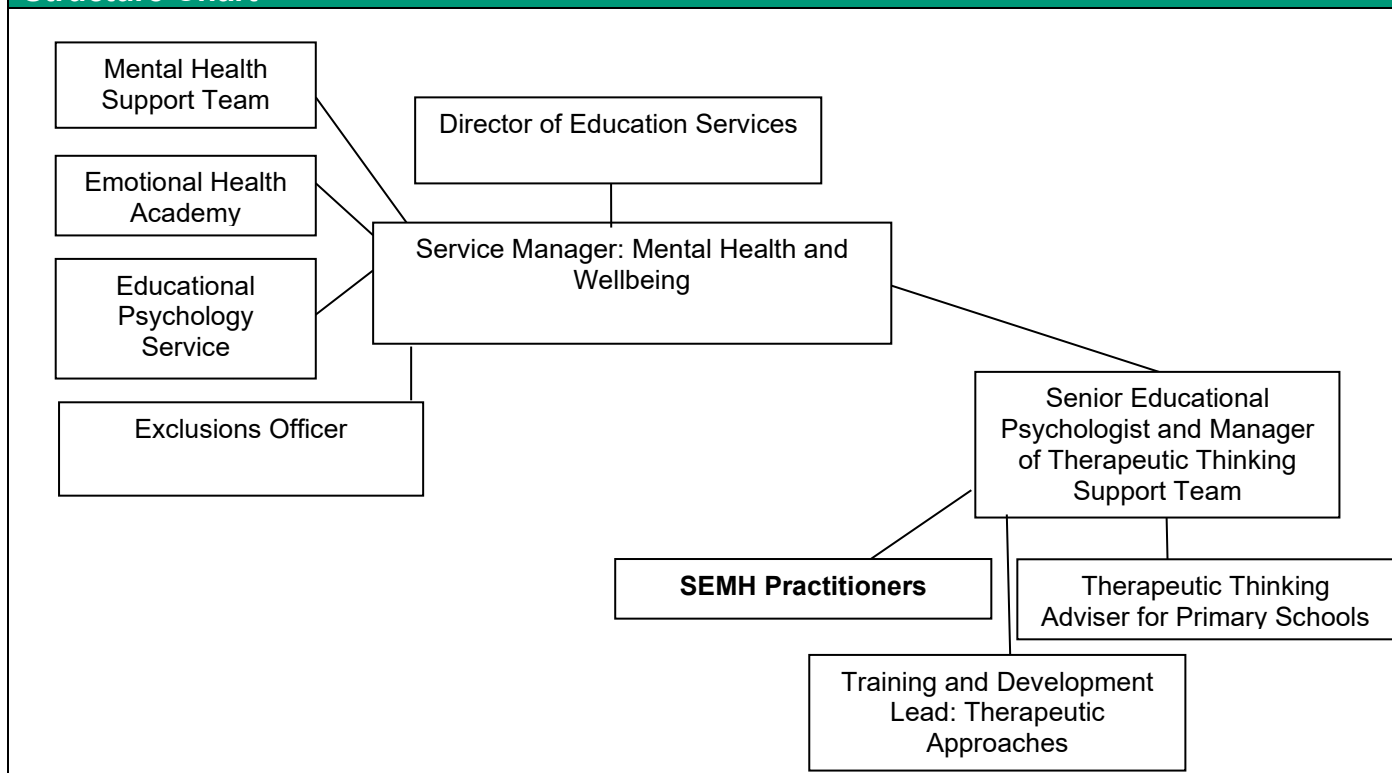
Job Description and Person Specification

Job title:	Social Emotional Mental Health Practitioner
Directorate:	People
Service:	Education Services
Team:	Therapeutic Thinking Support Team
Post number:	04773
Salary grade:	H
Work location:	Market Street, Newbury
Reports to:	Senior Educational Psychologist
Supervises:	N/A

Job Purpose

The SEMH practitioner will support maintained schools to consider the Social Emotional and Mental Health (SEMH) needs of individual pupils, using Therapeutic approaches. This will help school staff to consider the appropriate provision to support young people's needs and focus on reducing anti-social behaviours and increasing prosocial behaviours. In addition, the SEMH practitioner will plan, prepare and implement intervention programmes for individual children, where appropriate. Training school staff will also be a requirement.

Structure Chart



Main Duties and Responsibilities

The post holder will be expected to work as part of a Therapeutic Thinking Team in a creative environment where evidenced-based interventions, new ideas, ways of working and supporting children are actively encouraged. This approach requires flexibility and adaptability, and above all a passion for working and building effective working relationships with children.

The focus of the role will involve working with school staff to consider the needs and appropriate provision for young people through meetings, observation and the use of therapeutic approaches. You will also use your SEMH skills through direct work with young people as well as working with parents/carers and other professionals. Some intervention work will be delivered in our primary and secondary schools.

The primary duties and responsibilities include:

- To promote good emotional and mental health as everyone's business.
- To effectively manage caseloads, keep coherent records of interventions and complete all requirements relating to data collection.
- To complete spreadsheets, monitor data and report on data
- To promote multi agency working including with school and Children's Services.
- To model and support practices that promote inclusive therapeutic practices, thereby avoiding suspensions and permanent exclusions for West Berkshire Children.
- Using Therapeutic approaches to increase the awareness of SEMH needs and underlying causes to behaviour that result in exclusion.
- To build relationships with key stakeholders and have a working alliance towards positive interventions in schools that reduce the need for exclusion.
- To advise the schools on strategies and support that promote positive inclusion and exclusion prevention
- To deliver SEMH support and run interventions with children and young people, and in some cases, parents/carers
- To prepare and deliver training with your SEMH Practitioner colleagues to maintained schools on topics such as therapeutic approaches, de-escalation, and interventions/ tools
- Attend meetings, briefings and training
- To carry out a variety of roles within the Therapeutic Thinking Support Team
- Have a deep understanding of safeguarding policy
- Have an understanding of policies around SEMH and how this is implemented
- Promote equality and equity as an integral part of the role, treating everyone with fairness and dignity.
- Comply with WBC health and safety policies, procedures and rules, taking reasonable care of self and others
- Adhere to the standards set out in the WBC competency framework and to work within LA policies (e.g. for lone working, safeguarding)
- To attend support and supervision sessions, 121s with your line manager, team meetings and CPD opportunities

Scope (impact on/control of resources, people, money etc)

N/A

Person Specification	
Qualifications	Essential/ Desirable
A levels	E
A relevant degree qualification, and/or teaching qualification	D
Accredited training in children and young people's mental health (e.g. Mental Health First Aid, Trauma Informed Schools)	D
Experience	
Experience of working with children and young people with SEMH needs, particularly those displaying difficult behaviours (e.g. as a Teaching Assistant, ELSA, professional) in mainstream or specialist settings	E
Experience of working and liaising with a wide variety of agencies and stakeholders	E
Experience delivering interventions specific to SEMH support such as – Lego based therapy, Art Based therapy, VIG, Emotional Coaching, Zones of Regulation, Therapeutic Thinking or Trauma Informed Mental Health, Conflict resolution	E
Ability to manage own caseloads and manage time effectively	E
Ability to assess the needs of pupils and devise an individual plan to help them overcome the barriers and SEMH difficulties they experience	E
Experience of providing training to school staff	D
Knowledge and understanding	
Knowledge of common mental health difficulties experienced by children and young people	E
Understanding of the causal factors underlying emotional and mental health difficulties in children and young people	E
Knowledge of a range of strategies that promote therapeutic working with children with SEMH needs	E
Skills and abilities	
Ability to carry out 1:1 therapeutic mental health interventions with children and young people	E
Ability to promote positive communication between schools and parents/carers	E
Ability to assess risk, to record and communicate it appropriately and to take appropriate action to mitigate or manage risk	E
Can develop effective working relationships with vulnerable young people	E
Able to work holistically, involving where appropriate a young person's family, or support network	E
Ability to problem solve complex situations and then negotiate ways forward	E
Ability to work independently	E
Ability to use IT programmes such as excel and windows	E
Work-related personal qualities	
Enthusiastic and able to encourage and motivate others	E
Has good common sense and is able to maintain strong professional boundaries	E
Creative, innovative and able to think outside the box	E
Other work-related requirements	
This role has been identified as public facing in accordance with Part 7 of the Immigration Act 2016, and therefore the ability to fulfil all spoken aspects of the role with confidence in English will be required. Conversing at ease with members of the public (including pupils), providing advice and using any specialist	E

terminology appropriate to the role is essential for the post	
Enhanced DBS check with relevant barred list/s	Yes
Is this post politically restricted?	No
Full, driving licence	Yes
Able to work flexible hours as needed	Yes