

Social, Emotional and Mental Health (SEMH) Outreach Worker

Department CYPES – Education – Inclusion Service

Reports to Service Manager – Vulnerable Children

JE Ref CYP1049

Grade CS08 **JE Date:** 22/11/2021

Job purpose

To support the inclusion service as part of the Education Department Social, Emotional and Mental Health (SEMH) provision supporting pupils identified from Reception to KS 4 who require support in transition between settings.

The post holder will have extensive knowledge and skills in positive behaviour management and mental health. The post holder will be required to work independently and have the skills and experience to enable support for a smooth transition from either the home setting to school or from one school setting to another.

To support the Education Department's aspiration for children and young people with Special Educational Needs to attend their local, mainstream school or a specialist setting, having their SEMH needs met effectively and making good academic progress.

Job specific outcomes

*To provide support to individual Young People and families during transition between settings (school to school /home to school). **Main Duties** will involve the requirement to:*

- Build up links with key staff in schools and with individual families to support with smooth transitions.
- Work with schools, the Inclusion and Early Intervention Service and other agencies to identify and support those children who are at risk of non-school attendance due to SEMH.
- Work collaboratively with all agencies to ensure that a 'Team Around the Child' approach is developed ensuring the best outcomes for all young people.
- To ensure effective monitoring and evaluation of outcomes relating to transitions.
- To support with appropriate teaching programmes, the recording of achievement and progress providing accurate feedback.
- To accompany teaching staff on visits, trips and supervise young people too and from school where necessary.
- Be aware of and comply with all policies and procedures relating to child protection, health, safety and security.
- Participate in training and other learning activities and performance development as required.

To undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this post.

Working Relationships: *Daily contact with various stakeholders around the organisation to support young people with transition. Stakeholders may include: Parents, pupils, Head teachers, teaching and other school staff. Within the Education Department this is likely to include the Head of Service for SEMH, La Sente staff, La Passerelle staff and other Inclusion Colleagues such as Education Welfare, Psychology and Wellbeing, Parenting Support:*

- Excellent communication skills and ability to communicate effectively at all levels with pupils , families, staff and other agencies.
- Excellent interpersonal skills and the ability to work as member of a team and develop and maintain good relations with all members of the school community.
- To work co-operatively with staff from a range of agencies as required.

- Ability to communicate clearly and concisely both orally and in writing.
- Ability to build relationships with pupils and staff and working directly with pupils with high levels of SEMH need.
- Evidence of an understanding and commitment to Equal Opportunities

Dimensions

- The post holder will be responsible for monitoring data with regards to transition.
- The post holder will be working with individual students, which requires significant planning for each individual student.
- It is expected the post holder will make independent decisions when considering how to respond to needs of the child to support in effective transition.

Financial

- No direct financial responsibility

Relevant Statistics

- There are 22 non-fee-paying primary schools, 4 non-fee paying secondary schools for pupils aged 11 to 16 years and 1 non-fee paying school for pupils aged 14 to 18 years. At the age of 14 pupils who are more academically able may transfer to this latter school.
- There are 4 schools on the Island catering for children with special needs. Each secondary school and some primary schools have further provision for children with particular needs.
- In addition there are 2 fee paying primary schools and 2 fee paying secondary schools in the States
- Post 16 education is available for pupils in five local schools and at Highlands College.

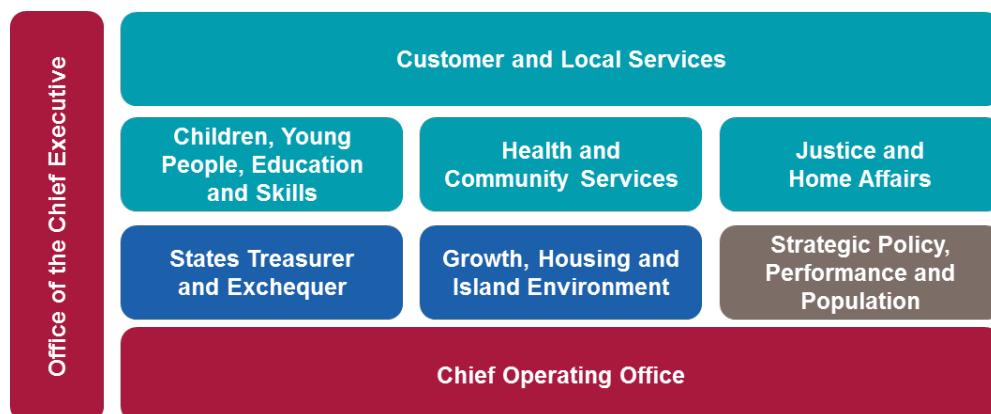
Statutory responsibilities

Active engagement, participation and compliance with any other statutory responsibilities applicable to the role, as amended from time to time.

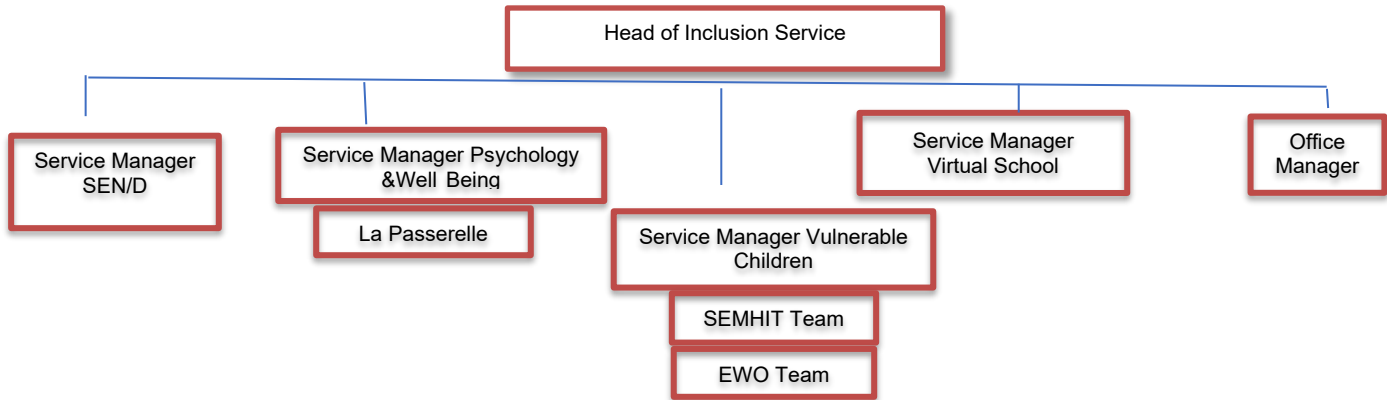
- To be responsible for your own health and safety and that of your colleagues, in accordance with the Health and Safety at Work (Jersey) Law, 1989.
- To work in accordance with the Data Protection (Jersey) Law.
- To undertake such other duties as may be reasonably expected.

Structure Chart

1)



2) Structure Chart



Personal Attributes

Core accountabilities – Appointees to this role will be required to adhere to and perform their duties in line with the standards identified in the Government of Jersey tier 5 core accountabilities, attributes and behaviour indicators.

Person Specification

Specific to the role

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications	Educated to degree level or equivalent in a subject related area. Experience of working with young people with SEMH.	
Knowledge	A working knowledge of current Jersey Education Legislation To have studied the principles of child development from infancy to adulthood and have experience of applying this in practice	Knowledge of alternative learning environments
Technical / Work-based Skills <i>This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.</i>	Knowledge and understanding of Attachment Theory/ Nurture Work/Behaviour Management. Effective use of ICT to support learning. Knowledge of Health and Safety and Safeguarding. Knowledge and understanding of Emotional Literacy To be able to support young people with transitions between settings. Carry out and complete Risk Assessments Able to build on and develop processes that support inclusion for pupils in their mainstream or specialist setting Ability to plan programmes of support for SEMH pupils using the latest evidence- based research Ability to maintain accurate records of involvement	To be trained in MAYBO restrictive physical intervention programme
General Skills/Attributes	Excellent communication skills both written and oral Has a strong commitment to working as part of a team and in partnership with other professionals Excellent time management and organisational skills. The ability to communicate at all levels while exercising a high degree of confidentiality is essential. Demonstrates excellent interpersonal skills. Is able to gain the confidence of pupils with a range of social and emotional needs	understanding of classroom roles and responsibilities
Experience	At least two years of demonstrable high level of success when working with pupils with Social, Emotional and Mental Health difficulties Considerable experience of working in a mainstream or special school environment with pupils with SEMH Considerable experience of advising staff/parents on behaviour management/ atypical child development Experience of engaging successfully with a wide range of agencies	

Effort factors

Factor	Requirement
Physical effort <i>What type of physical effort is required in the role, for what reason and how frequently is it required.</i>	There are occasions when physical intervention may be required, such as to prevent a physical assault from taking place or a young person hurting themselves. Exposure to emotional strain when dealing with angry or distressed service users for which support is provided
Mental effort <i>What type of tasks will the post holder undertake that require concentration and for what period are they required to continuously concentrate on the set task?</i>	The level of mental challenge associated with this role is reflected in the level of training required to be appointed for this post. This includes undergraduate study and significant practical experience. The mental effort of supporting school staff who are themselves dealing with the most challenging and vulnerable pupils, their families and school and other agency staff. Additionally significant mental effort is needed to ensure continuous constructive and meaningful challenge to school culture and ethos to effect positive change for children and young people in relation to SEMH
Emotional effort <i>Indicate the nature and frequency of any emotional circumstances that the post holder would directly encounter as part of their role.</i>	This role places significant emotional demands due to the intensive level of work in regularly supporting the most highly vulnerable pupils and their families. These interactions are of a nature that can result in referrals to the Multi-agency Safeguarding Hub (MASH) Dealing with highly vulnerable pupils and their families inevitably leads to occasions where there can be angry and aggressive outbursts. This may be frequent. With this role, the constant need to meet expectations from schools, pupils and their family and staff can be draining and requires a great deal of resilience and motivation to keep going and remain able to continue to meet the demanding requirements of this role.
Working environment <i>Briefly describe the environment the post holder will work in on a daily basis.</i>	This post is at times exposed to verbal aggression from both pupils and their parents/carers. The post requires supporting young people both in the school environment and with home visits when supporting transition from home to setting.

Post-holder's agreement of job content (if appropriate/BAU)

Sign and date:

Print name:

Line Manager's agreement of job content

Sign and date:

Print name:

Date of evaluation
Post number
Post band