



CORPUS CHRISTI CATHOLIC PRIMARY SCHOOL

**Joyfully, unique in Jesus' family, we learn to use our special gifts
to love, serve and make the world a better place**

Job Description

SEMH Lead

(Social, Emotional and Mental Health Support)

Job Purpose

To provide pastoral care to families, including parents, carers and children, reflecting the Catholic ethos of the school. To promote positive well-being throughout the school through excellent social, emotional and mental health provision through the following duties and responsibilities.

Main Duties & Responsibilities

Support for Pupils

- To monitor and manage identified pupils with SEMH needs to ensure a positive learning environment for all
- Check in daily with most vulnerable identified pupils
- Follow up on absences and report on the school systems
- Discuss / identify potential triggers for particular pupils on a daily basis with class teachers
- Implement and plan strategies to support pupils with emotional self-regulation
- Be available and open to discussions with parents in regards to pupils
- Liaise both formally and informally with the line manager daily
- As a DSO (Designated Safeguarding Officer), follow all safeguarding procedures, be an active member of the team and contribute to formal and informal meetings with DSL (Designated Safeguarding Lead).

Support for Behaviour Management

- First responder to situations that need to be de-escalated
- At all times, adhere to school policy regarding de-escalation
- Use techniques in line with school policy and training

- Lead and manage a situation that requires de-escalation to keep the child and others safe
- Support the child until they have self-regulated
- Report all de-escalations on the school system thoroughly
- Debrief with the line manager and review next steps
- Prioritise children who are having difficulties with emotional self-regulation
- Be a key member of TAC (Team Around the Child) meetings
- Implement an action plan for the child on a daily basis

Communication

- Ensure a clear line of communication between school and family
- Build a trusting professional relationship with families of identified most vulnerable pupils
- Ensure daily communication is in place between staff working with pupils and families
- Families are made aware, where possible, of the plan in place should a de-escalation be required
- Following a de-escalation, parents/carers are informed of action taken
- Communicate effectively with staff and outside agencies
- Keep staff updated with best SEMH practice and school's initiatives (through support staff and/or teacher staff meetings) where appropriate
- Where appropriate, contribute to discussions with external agencies

Create an environment conducive to learning for the most vulnerable

- Ensure the most vulnerable children, to the best of their ability, have the skills to access the curriculum in class
- Equip pupils with the necessary skills to have an awareness of emotional self-regulation
- Provide pupils with strategies to self-regulate
- Implement TAC strategies
- Support pupils with building self-esteem and coping strategies
- Where a pupil is not in class full time, lead on the implementation of an agreed alternative timetable
- Where a pupil requires reintegration into class, implement the agreed strategy
- Report on progress and discuss next steps with the line manager
- Ensure parents/carers are fully aware of steps and progress

Additional Information

- Undertake any tasks as directed by the Senior Leaders to support the school in meeting the needs of pupils and any other tasks as directed by the Headteacher

- This Job Description may be amended from time to time in consultation with the post holder.