

Job Description: Social, Emotional, and Mental Health (SEMH) School Teacher

Main purpose

To deliver high-quality teaching and learning to students with Social, Emotional, and Mental Health (SEMH) needs, providing a supportive and structured environment to help them achieve their full potential.

Key Responsibilities

Teaching & Learning:

- Plan and deliver engaging and differentiated lessons to meet the diverse needs of SEMH students.
- Develop and implement individualised learning plans (ILPs) and EHCP targets where applicable.
- Use a range of teaching strategies and behaviour management techniques to support students' learning and emotional well-being.
- Assess, monitor, and report on student progress in line with school policies.
- Adapt curriculum delivery to support a range of learning styles and additional needs.

Behaviour & Pastoral Support:

- Establish positive relationships with students, acting as a key adult to provide emotional and social support.
- Implement effective strategies to support emotional regulation and positive behaviour management.
- Work closely with pastoral staff, SENCOs, and external agencies to ensure holistic support for students.
- Create a safe, nurturing, and inclusive classroom environment.

Safeguarding & Welfare:

- Uphold the school's safeguarding policies and procedures, ensuring the welfare of all students.
- Be alert to any safeguarding concerns and report them in line with school policies.
- Promote positive mental health and well-being strategies within the classroom.

Collaboration & Professional Development:

- Work closely with support staff, therapists, and other professionals to enhance student learning and well-being.
- Attend and contribute to staff meetings, training sessions, and multi-agency reviews.
- Engage in continuous professional development (CPD) to enhance skills in SEMH teaching and support.
- Take part in the school's appraisal procedures
- Where appropriate, take part in the appraisal and professional development of others

Communication:

- Communicate effectively with pupils, parents and carers

Personal and professional conduct:

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school and Trust, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities
- Fulfill the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions document
- Meet the expectations set out in the Teachers' Standards
- Take specific responsibility and accountability for the day-to-day management and organisation of their class
- Always assist in the smooth running of the school

The teacher will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the postholder will carry out.

The Propeller Academy Trust is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race (including colour, nationality, ethnic or national origin), religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, age, disability, marriage, or civil partnership.

The Propeller Academy Trust and its member schools are committed to safeguarding and promoting the welfare of all children and young people according to child protection and safeguarding guidelines. We expect all staff and volunteers to share in this commitment.

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. All post holders are subject to the necessary pre-employment check, including a satisfactory Enhanced Disclosure and Barring Service (DBS) Check, including a Child/Adult's Barred List check (where applicable to the role in question). Additionally, shortlisted candidates will be subject to online searches for publicly available information.

Person Specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none">• Qualified teacher status (QTS) or relevant Teaching qualification - Essential• Knowledge of SEND strategies and differentiated teaching approaches - Essential• Experience working with students with SEMH needs or similar settings - Desirable• Additional qualifications or training in SEMH, trauma-informed practice, or special education - Desirable

Skills and knowledge	<ul style="list-style-type: none"> • Good knowledge of legislation and guidance on curriculum requirements • Outstanding classroom practice, constantly showing a positive and resilient approach to pupils and staff • Excellent communication and organisational skills • Knowledge of effective teaching and learning strategies • A good understanding of how children learn • Ability to adapt teaching to meet pupils' needs • Ability to build effective working relationships with pupils • Understanding of safeguarding procedures and commitment to child welfare. • Knowledge of effective behaviour management strategies • Good IT skills, including previous use of PS Purchasing, Arbor MIS, CPOMS • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships with staff and other stakeholders • Appropriate experience or understanding of current SEN, including theory and best practice • Evidence of working with pupils who are working significantly below age related expectations • Experience of setting targets, interpreting and monitoring performance data to raise pupil achievement. • A good understanding of a diverse range of teaching and learning styles and techniques • A good understanding of effective procedures for managing and promoting positive behaviour in children and young people • Ability to lead interventions or extra-curricular activities to support students' emotional development. • Strong behaviour management skills and the ability to build positive relationships with students
Personal qualities	<ul style="list-style-type: none"> • High expectations for all pupils and belief in bringing out the best in all • Commitment to upholding and promoting the ethos and values of the school • Commitment to always act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school and Trust • A creative approach to parental and other community involvement • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to equality • Solution focused mindset • Caring and understanding approach • Flexibility, enthusiasm to embrace change

Notes

This job description may be amended at any time in consultation with the postholder.

Last review date:

Next review date:

Headteacher/line manager's signature:

Date: