

Job Description and Person Specification



Job Description

Job Title	SEMHL Key Specialist Practitioner (KSP)
Grade	5
Service	SEND Support Service
Reports to	Mikaela Carrasco
Location	The Keys and educational settings across the city
Job Evaluation Code	A5937



About Coventry City Council

Who we are: At Coventry City Council we are dedicated to making a positive difference to the services we deliver to the diverse citizens of Coventry. The work we do improves people's lives – from helping them into work to providing clean and green places to live, to keeping people safe and protected.

As a Coventry City Council employee, you have our ongoing commitment to your growth and development with opportunities to work across multiple service areas including customer contact, public health prevention and education and skills, adults and children's services and provide support for the most vulnerable.

Our aim is simple – to be globally connected, locally committed, deliver our priorities with fewer resources whilst effectively managing our performance and measuring our progress.

Our Values: We expect everyone who works for us to be committed to our One Coventry values and to share our commitment to becoming a more diverse and inclusive organisation:



About the Service your team will provide

- To support permanently excluded pupils and pupils placed through the Fair Access Protocol to be included in Primary schools.
- To develop close links between the schools and parents/carers of students and to support families in resolving difficulties.
- To work with identified pupils to provide quality intervention that improves their behaviour, attendance, wellbeing and achievement.
- To promote and deliver the SEMHL offer across all schools in Coventry City
- To promote the education, safety and health of named students.

Main Duties & Key Accountabilities

Core Knowledge

- To establish supportive ongoing relationships with students and their parents/carers and schools.
- Produce and deliver bespoke interventions/programmes to improve behaviour, welfare, personal development, attitudes and attendance with identified pupils in primary setting educational settings.
- Offer classroom support as necessary in school which could include class-based observations and developing classroom strategies.
- To liaise with other agencies to support students and their parents/carers in developing positive attitudes to education and in accessing the most appropriate provisions and support for students.
- To signpost agencies/support that may be of assistance in resolving problems.
- Raise, record and report safeguarding concerns.
- To plan, deliver and facilitate student plans.

- To undertake home visits to pupils that have been disengaged or require a more bespoke provision in accordance to their individual needs.
- To attend meetings around the child as required.
- Maintain accurate electronic casework records
- To monitor attendance and liaise with Pastoral staff and School Attendance Officers as necessary.
- To be a point of reference for multi-agency intervention and feed into the Early Help process as appropriate.
- Co-ordinate and facilitate multi-agency support.
- To liaise with a range of professionals to ensure a consistent approach to support for student and family.
- To prepare oral/written records as required.
- To work in all areas of the City.
- To attend courses and training as appropriate
- Any other duties and responsibilities within the range of the salary grade.

Key relationships

External Children and young people, parents/carers Schools and other educational settings Health Other Local Authorities Police Youth Offending Service	Internal Service areas in Children's Services e.g.: Social Care MASH Virtual School (for looked after children) Statutory Assessment and Review Team Attendance and Inclusion Teams School Admissions
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Standard information

Post holders will be accountable for carrying out all duties and responsibilities with due regard to Code of Conduct, Safeguarding, Health & Safety and the City Council's Workforce Diversity and Inclusion Policies.

Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines.

Smoke Free

The City Council is Smoke - Free. Smoking is not permitted on any of our premises or the surrounding land including car parking facilities.

Training

The postholder must attend any training that is identified as mandatory to their role.

Responsible for:

Staff managed by postholder:

N/A

Person specification

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Knowledge	
<ul style="list-style-type: none"> • Of recent developments in EYS, KS1, KS2, 	
<ul style="list-style-type: none"> • Of recent policies around the rights of children and young people 	
<ul style="list-style-type: none"> • Of intervention programmes that work with children 	
<ul style="list-style-type: none"> • Of SEN legislation 	
<ul style="list-style-type: none"> • Significant knowledge of strategies to support pupils with a variety of needs, including cognition and learning, communication and interaction, physical and sensory and social, emotional and mental health needs. 	
<ul style="list-style-type: none"> • Of statutory procedures around child protection/Early Help process 	
<ul style="list-style-type: none"> • Of issues surrounding the support for students who are disaffected and have behavioural/emotional difficulties 	
<ul style="list-style-type: none"> • Of the needs of students who have been excluded or who are at risk of being excluded 	
<ul style="list-style-type: none"> • Of a range of statutory and voluntary agencies 	
<ul style="list-style-type: none"> • Of alternative strategies to exclusion from school 	
Skills and Abilities	
<ul style="list-style-type: none"> • Good communication skills 	
<ul style="list-style-type: none"> • To work as part of a team 	
<ul style="list-style-type: none"> • To be able to communicate effectively, verbally and in writing with students, parents and other professionals 	
<ul style="list-style-type: none"> • Able to develop and maintain professional relationships with children, young people and their parents / carers 	
<ul style="list-style-type: none"> • To be able to produce and present written reports 	
<ul style="list-style-type: none"> • To have effective interpersonal and negotiating skills 	
<ul style="list-style-type: none"> • To be able to reduce conflict in difficult situations 	
<ul style="list-style-type: none"> • To exercise effective time management 	
<ul style="list-style-type: none"> • To be flexible and responsive to the needs of individual students/families and schools 	

<ul style="list-style-type: none"> • To have effective decision making skills
<ul style="list-style-type: none"> • To support curriculum related learning delivery as necessary
<ul style="list-style-type: none"> • To be able to work with both individuals and groups as required
<ul style="list-style-type: none"> • Be IT literate and able to use various applications and software
<ul style="list-style-type: none"> • Ability to focus on outcomes and provide evidence of the value you add to supporting students' attendance, behaviour and achievement
<ul style="list-style-type: none"> • Working directly with head teachers or senior staff in schools on exclusion issues
Experience
<ul style="list-style-type: none"> • Of working with students experiencing a range of SEND needs, including cognition and learning, communication and interaction, physical and sensory and social, emotional and mental health needs
<ul style="list-style-type: none"> • Of working in a mainstream schools/special schools
<ul style="list-style-type: none"> • Experience of working in an education setting committed to the inclusion agenda
<ul style="list-style-type: none"> • Of intervention around behaviour and/or learning difficulties
<ul style="list-style-type: none"> • Able to organise an allocated workload, prioritise tasks to achieve goals and meet deadlines. Ability to work independently
Education
<ul style="list-style-type: none"> • NVQ Level 3 and above (or equivalent) in area relevant to the post or significant experience in the field of SEND.
<ul style="list-style-type: none"> • A record of continuous professional development
Special Requirements
This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon the receipt of a satisfactory response to a check of police records via Disclosure and Barring Service (DBS).

Date Created	November 2022	Date Reviewed	
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