Post: **SEMH Outreach Teacher**

Location: Jigsaw

Salary: *M6-UPS3*

Status: Fixed term or secondment until August 2026 in the first instance

Responsible to: Headteacher – Jigsaw

**Job Purpose**

The School Teachers’ Pay & Conditions Document specifies the general professional duties of all teachers. In addition, certain duties are reasonably required to be exercised and completed.

As an SEMH Outreach Teacher, you will be responsible for providing targeted advice for schools supporting children in primary schools who experience social, emotional, and mental health challenges. Your role is pivotal in developing and implementing strategies that assist in managing behaviours, supporting emotional well-being, and enhancing educational outcomes.

The post holder can be expected to work across Sefton primary schools as required. They will become part of the Jigsaw team and will partly support within Jigsaw. The duties outlined in this job may be modified by the headteacher at Jigsaw with your agreement, to reflect or anticipate changes in the job and needs of schools, commensurate with the salary and job title.

**Main duties and responsibilities**

You are required to carry out the duties of a school teacher as set out in the relevant paragraphs of the current Teachers Conditions of Employment document. This includes:

**Providing Advice and Guidance:**

You will support schools in meeting pupils' social, emotional, and mental health needs and planning appropriate interventions. This will be by:

* Helping schools audit their current graduated response
* Observe pupils and give advice through a written report
* Scrutinise policies / procedures and make suggestions
* Signpost schools to Sefton’s Provision grids
* Develop a bank of resources which complement the provision grids
* Be part of the hosting of “SEMH clinics” to support a range of professionals – sharing insights and best practice

 **Training and Collaboration**:

* Deliver training sessions and guidance to school staff on SEMH needs and management strategies.
* Engage other professionals to enable them to also offer outreach

**General**

* To carry out the professional duties and legal requirements as specified in the Teaching standards for a teacher.
* To undertake the role of a teacher within Jigsaw as required – to implement educational programmes and facilitate reintegration.
* To keep full and detailed records, in line with the agreed practice within Jigsaw and Sefton.
* Use data and observations to track progress and aide the adjustment of interventions as necessary
* Contribute towards evaluation processes to enable continuation of the service
* To participate in regular staff meetings, school and whole service meetings as required.
* To undertake continued professional development and maintain an understanding and awareness of developments relating to working with pupils presenting social, emotional, behavioural and/or learning difficulties as well as in curriculum development.
* To take part in Jigsaw’s performance management cycle.
* To integrate Sefton’s policy on equal opportunities into all aspects of work.
* To discharge other duties, as required by the headteacher of Jigsaw within the scope and status of the post.
* To take reasonable care for his/her own health and safety and any other person(s) who may be affected by his/her acts or omissions at work, in accordance with the Health & Safety legislation.
* To promote the protection and safeguarding of learners through the active implementation of relevant school and Sefton policies and procedures with particular reference to: child protection policy, care and control policy, relationships and behaviour policy and the staff code of conduct, and to raise any concerns relating to such procedures which may be noted during the course of duty

 Sefton and Jigsaw are committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

**DBS**

An enhanced disclosure and barring check will be a requirement of the post

Person Specification

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| Attributes tested by Application, Interview, Task and References Qualifications & Experience | Essential E/ Desirable D |
| Qualified teacher status  | E |
| Proven experience working with children who have SEMH  | E |
| Additional qualifications or training in psychology, counselling, or special education, particularly relating to SEMH  | D |
| Evidence of recent continued professional development relevant to the post | D |
| Experience of delivering training | D |
| Experience of giving guidance to colleagues | D |
| Knowledge and Skills | Essential E/ Desirable D |
| Strong understanding of the strategies effective for managing SEMH issues in an educational setting.  | E |
| Strong understanding of the impact of Trauma | E |
| A knowledge of how children think and learn and what young people with Social, Emotional and Mental Health difficulties experience  | D |
| Experience of working within a restorative framework | D |
| A knowledge of what makes an effective school and strategies that can be deployed for school self-evaluation, improvement and review  | E |
| A knowledge of what constitutes good teaching and an understanding of how to improve the quality of teaching and learning and share good practice  | E |
| Knowledge of curriculum developments and related matters  | D |
| Ability to work independently and as part of a team  | E |
| The ability to communicate effectively with a range of potential audiences both internal and external stakeholders  | E |
| The ability to manage oneself, including time management, professional direction and an ability to work as part of a team under pressure | E |
| Strong organisational and documentation skills | E |
| Good ICT skills both to support learning and administration | D |
| Personal Attributes |  |
| Compassionate and patient approach  | E |
| Commitment to inclusive education and the well-being of all students  | E |
| Resilient and adaptable in challenging situations | E |
| The ability to deploy appropriate leadership and management styles and to act as a role model  | D |
| Evidence of a commitment to equality of opportunity and social inclusion  | D |
| Demonstrate a commitment to the protection and safeguarding of children and young people. | E |