



CROWN HILLS
COMMUNITY COLLEGE
A Specialist Sports College

Appointment Information

SEMH Support Worker



Crown Hills Community College
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Dear prospective applicant,

Thank you for expressing an interest in this key vacancy at our college.

Over the last six years we have been on a journey to try and make this school not only one of the best schools for children to attend but also one of the best schools to work in as a member of staff. That is extremely rare and we urge you to come and see us in action, speak to the staff and speak to the students. Every decision that we take is done with a lot of thought and consideration and we put well-being at the centre, so that teachers can teach and students can learn.

The following podcast with the Youth Sport Trust gives you a glimpse of our approach at CHCC
<https://www.buzzsprout.com/273805/9656144>

There is always a tension between well-being and accountability but I do believe that we are getting closer to finding the sweet spot between the two. Although it is not the end of our journey, we have been recognised for the work we do in this area; we have been shortlisted for the TES well-being school of the year two years running. We have also been shortlisted for the prestigious Pearsons Award for Secondary School of the Year and went on to win the Gold Award for Headteacher of the Year in a Secondary School 2023.

These are indeed exciting times to join us and make a difference to the lives of others.

We have a very different approach and we are trying to create a very different culture at CHCC, a culture whereby those in leadership do not hold authority and deserve to be followed; leaders at CHCC have to earn the right to lead and we welcome and appreciate challenge if we do not live up to the standards that are expected of us.

The THIRST values permeate all that we do and are a framework that staff can hold leaders to account for the way that they lead. We have high expectations but we will provide the support, training and resources for you to deliver the best possible education for our students.

We are very clear that the gender, background, colour, poverty, wealth or social status of a child should have no bearing on how well they perform and staff here work extremely hard in trying to close that gap between the different groups of pupils.

We have removed lesson observations from the appraisal process and linked it to professional development. Currently staff are entitled to 'visits' and entitled to a professional dialogue to improve their practice. That is a risk we have taken but it is aimed at creating a learning community where teachers can teach and learners can learn, without fear.

As a result, we have improved our headline figures year on year and initial analysis places us in the top 12% of schools nationally for progress, although we know that we can still do better.

Our behaviour policy is clear and simple, "First Time Every Time," no quibbles, no arguments just do as we expect. Teachers no longer have to do detentions, chase up absence, attendance or punctuality. These are all done centrally with a highly skilled team that has taken the workload away from teachers.

If you walk the building during lessons, it is as if the school is empty; you will only hear the sound of delivery from teachers through an open door.

We have a number of students that have SEMH on their EHCP or we have identified them as requiring additional support. The successful candidate will be working with these specific students and the SENDCo to ensure that there is as little disruption to their school day as possible.

If you have the skills and qualities to work with some of our most difficult children and want to make a difference to their lives, we would love to hear from you.

I would also urge you to read our well-being charter that provides you with an understanding of things that we do to just make your job that little bit easier, not tokenistic but just genuine little things that help.

Please read the attached job description and person specification. If you are interested in applying, please fill in the application form available on our eteach portal, <https://www.eteach.com/jobs/crown-hills-community-college-jobs-9453/?oo=ag> please include e-mail addresses of all referees, together with a letter of application (no more than 2 sides of A4, font 12) outlining your skills, qualifications and experience relevant to this post by 9am on Thursday 19th March. Please include your cover letter in the supporting statement section.

Deadline for applicants is 9am on Thursday 19th March

Interviews likely to be Monday 23rd March

I look forward to meeting you and receiving your application.

Yours sincerely,

Mr F Adam

(Principal)

JOB DESCRIPTION

Job Title: SEMH Support Worker	11-16	Maintained
College: Crown Hills Community College	Grade:	Grade 4
Reports to: SENDCO	Salary: £22,032.96 (actual salary) £26,403 (Full Time Equivalent)	
Term: 8.15am-4pm Mon-Fri Fixed Term Contract for 3 years 36.25 hours per week 38 weeks per year 3 Teacher Days		

PURPOSE

- To lead with a small group of learners to ensure they are able to access the same level of high quality education as their peers and are successful.
- To support the pastoral team, SEN team and systems in the school. Leading on ensuring relationships between learners and staff reflect a positive and respectful culture. Ensuring students at Crown Hills feel safe and do not experience bullying or discrimination.
- Lead on a specific group of students, ensuring they show commitment to their learning and this will be displayed through high achievement, attendance and punctuality records and in turn reduce disruption to learning.
- Play a pivotal role in insisting the high expectations for students' behaviour and conduct at all times and that these expectations are applied fairly and consistently, in line with college policies. Where applicable to use reasonable adjustments to support specific learning needs.
- To provide holistic support for specific young learners during learning time and during unstructured times such as break and lunches.

CORE DUTIES AND RESPONSIBILITIES

- To work with the Pastoral team and SEN team to support and lead in creating a safe, calm, orderly and positive environment in the school by working with a specific group of learners.
- Support, create and implement clear routines and expectations for behaviour across all aspects of school life creating classrooms to be environments where students can learn and to oversee behaviour, attendance and welfare issues.
- To help remove welfare barriers to learning, enabling students to make at least expected progress.
- To deal with issues in a positive manner, communicating actions to staff and parents as appropriate.
- Ensure consistency in the use of policies and procedures and applying reasonable adjustments where necessary.
- Supporting and creating a culture where all staff know and care about pupils and taking a lead on a specific individuals and matters related to this group of students.
- To support the agreed college system of rewards and recognition of student progress / achievement and to be part of an annual review of this.
- To monitor the 'my commitment' scores of some key students and take appropriate actions to celebrate and intervene.
- To support morning punctuality procedures to ensure key learners are here on time ready to learn.
- To enforce expectations regarding uniform, attendance, punctuality, and respectful behaviour are high.
- Develop strong links with home and support parental consultation evenings, revision sessions, options evenings, and other matters such as extracurricular clubs and trips.
- Be actively involved in reducing behavioural issues and promoting a respectful college environment through the strong presence in corridors at lesson changeovers, break times, end of lunchtimes, end of the day – where possible and in particular with some key learners.
- Promoting good manners, respect and courtesy towards one another in the school and having pride for themselves and the school.
- Regularly monitoring behaviour data including on calls and suspensions and actively work to reducing these through resolutions with staff and students and making tailored plans to support students and staff and supporting in decision making re: sanctions.
- Involvement in relevant meetings with parents and professionals.
- To manage communication home to parents regarding student achievement including concerns and recognition of outstanding progress.
- To use Bromcom to ensure incidents and actions are logged.
- To assist with administrative tasks e.g. maintaining accurate records.
- Where appropriate, home visits to students to ensure their wellbeing.
- When necessary supervise students on a 1:1 basis either to reduce behaviour issues or to support the school behaviour systems such as seclusions.
- To be ELSA trained or willing to partake in such training and other relevant training.
- To support with specific SEN / SEMH needs that are captured in the EHC or other documents and ensure these are implemented.
- Where necessary work on specific intervention work with key needs such as anger management.

QUALITY ASSURANCE AND STANDARDS

- To set be a positive role model to other staff through the modelling of professional attitudes and behaviours and in terms of dress, punctuality and attendance.
- To attend team and staff meetings as required.
- To be proactive in matters relating to health and safety.
- To implement and promote Leicester City Council and the school's policies and procedures relating to all areas of employment and service delivery.
- Sustain own motivation and that of other staff.
- Be a professional advocate for the school in all contexts and ensuring emails, phone calls and other matters are responded by the team in a timely manner.

ACCOUNTABILITY

- Be accountable for the pastoral and academic performance of students and in particular the successful running of one area of the inclusion department (on call, seclusion, alternative provision).

SAFEGUARDING AND HEALTH AND SAFETY

- All staff have a responsibility for promoting and safeguarding the welfare of children and young people they are responsible for or come into contact with.
- It is an employee's responsibility to take reasonable care of themselves and others and anybody affected by their undertaking including any acts or omissions.

ADDITIONAL DUTIES

- To play a full part in the life of Crown Hills, to support its distinctive aims and ethos and to encourage students to follow this example.
- To participate in induction training, staff reviews process and professional development opportunities.
- To comply with any reasonable request from line manager to undertake work of a similar level that is not specified in this job description.
- To undertake professional duties that may be reasonably assigned by the Principal and leadership team.

PERSON SPECIFICATION

No.	CATEGORIES	Essential/ Desirable	Application Form	Interview / Task
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TRAINING & EDUCATION

1	Numeracy and literacy skills sufficient to carry out the duties of the post.	E	✓	
2	ICT skills sufficient to perform the role with regard to use of SIMs, software packages related to presentation of information to staff and students.	E	✓	
3	Team taught trained or willingness to attend training.	D	✓	
4	A level qualification in relevant subjects or equivalent ability/ experience.	D	✓	
5	A relevant higher education qualification.	D	✓	
6	Relevant professional qualification or other accreditation.	D	✓	✓

No.	CATEGORIES	Essential/ Desirable	Assessed by:	
			Application Form	Interview / Task
EXPERIENCE & SKILLS				
7	Ability to deal sensitivity with vulnerable students and their families.	E	✓	✓
8	Sound understanding of confidentiality issues.	E	✓	✓
9	Experience of working effectively with children and young people in a learning environment.	E	✓	✓
10	Awareness of child protection issues.	E	✓	✓
11	Reliable with regard to all aspects working practice.	E	✓	✓
12	Ability to remain patient and calm in challenging situations. Confident and able to use own initiative.	E		✓
13	Ability to work effectively within a team environment, understanding roles and responsibilities.	E	✓	✓
14	Ability to build effective working relationships with all learners and colleagues and to perform and maintain appropriate professional relationships and boundaries with colleagues and students.	E		✓
15	Ability to promote a positive ethos and role model positive attributes.	E		✓
16	Willingness to participate in relevant training and development opportunities.	E	✓	
17	Professionally discreet and able to respect confidentiality.	E	✓	✓
18	Firm, sensitive and effective approach towards student discipline.	E	✓	✓

16	Has completed ELSA training.	D	✓	
17	Willing and able to keep up-to-date with legislation/guidelines/new/best techniques/as they change or study for/obtain/train for further skills and qualifications needed for the role.	E	✓	✓
19	Experience of working to support young people's learning.	D	✓	✓
20	Positive problem solving attitude.	D		✓

OTHER CONDITIONS

21	Set a good example in terms of dress, punctuality and attendance.	E		✓
22	Must satisfy relevant pre-employment checks.	E	✓	✓
23	This post will involve contact with vulnerable groups (children, young people and/or adults) and is therefore exempt from the Rehabilitation of Offenders Act 1974 and subject to an Enhanced Disclosure and Barring Service check. This exemption means that applicants for this post are required to declare all criminal convictions, cautions, reprimands and bind-overs both spent and unspent in their application, regardless of the passage of time.	E	✓	✓

EQUAL OPPORTUNITIES

24	Must be able to recognise discrimination in its many forms and be willing to put the Council's Equality policies into practice.	E		✓
25	Willing and able to deal with people professionally at all levels and from a variety of backgrounds.	E		✓