

Post Title: Emotional Wellbeing and Behaviour (EWB) Teacher	Director/Service/Sector: Children, Young People & Education – Education and Skills – Northumberland Inclusive Education Services		Office Use
Grade: Teacher’s Pay Scale MPS/UPS plus Max SEN	Workplace: Emotional Wellbeing and Behaviour Support Service – based in Northumbria House, Cramlington working across Northumberland		JE ref: HRMS ref:
Responsible to: <ul style="list-style-type: none">• NIES HINT Service Manager• Lead Practitioner for EWB	Date: May 2021	Manager Level:	
Job Purpose: The EWB Teacher will work as a member of the Northumberland Inclusive Education Services within the Emotional Wellbeing and Behaviour Support Service providing support and advice to colleagues and staff in schools and educational settings across Northumberland on issues relating to the teaching of pupils with social emotional and behavioural needs. The EWB Teacher will promote the inclusion of pupils with emotional wellbeing and behaviour needs. The role is peripatetic across Northumberland with a central office base.			
Resources	Staff	Teaching assistants employed by HINT and assigned to EWB cases	
	Finance	None	
	Physical	Responsibility for resources to support everyday work across a wide range of schools.	
	Clients	Pupils, senior managers, head teachers, teachers, support assistants, lunchtime supervisors, parents and professionals from other services.	
Duties and key result areas: Support for Schools and Pupils <ul style="list-style-type: none">• Supporting the aims and ethos of the Northumberland Inclusive Education Services (NIES).• Supporting the inclusion of pupils with recognised emotional wellbeing and behavioural needs.• Supporting the development of a whole school approach towards the management of behaviour and the creation of a positive learning environment.• Raising awareness within schools and settings of the additional needs of pupils experiencing social, emotional and behavioural challenges.• Applying teaching knowledge, skills and experience to assist school colleagues in the development of appropriate skills to enable the successful inclusion of children and young people with EWB in their learning environment.• Providing training, where appropriate, to school staff including Headteachers, SENCos, teachers and other support staff to enable them to successfully include pupils with EWB needs and implement aspects of a pupil’s individual support programme.			

- To provide advice to LA Officers regarding meeting the needs and requirements of pupils with EWB needs.
- To contribute to the training and development needs both within and beyond Northumberland County boundaries.
- Advising on the identification and assessment of pupils with SEMH needs in accordance with the guidelines outlined in the SEND Code of Practice.
- Assessing the needs of pupils referred to the Emotional Wellbeing and Behaviour Support Service with EWB needs and providing written advice and resources, as appropriate.
- Assessing the progress of individual pupils following the implementation of support programmes as deemed necessary by the service.
- Contributing to the development of individual plans/pupil profiles through the identification of appropriate targets, teaching strategies and resources.
- Liaising with professionals from other disciplines as appropriate.
- Attending relevant meetings, including multi-agency meetings, regarding individual pupils and maintain appropriate records.
- Contributing to the EHA process where applicable.
- A commitment and willingness to contribute to meeting the needs of all children across Northumberland.

Liaison with families and external agencies

- Including parents/carers in any assessment of a pupil with EWB needs.
- Liaising with parents and providing training when appropriate in order to keep them informed of their child's progress and to provide advice and support relating to the difficulties their child encounters as a result of their EWB needs.
- Providing a professional report for Education Health Care Assessments and /or review meetings, as appropriate.
- Attending and contributing to multi-agency meetings, as required.
- Maintaining regular contact with the families and carers of identified pupils, regarding their progress.

Professional Development

- Providing and taking part in relevant training devised by the Emotional Wellbeing and Behaviour Support Team and wider Inclusive Education services.
- Contributing to specialist training programmes, as appropriate.
- Participating in Performance Management and any relevant development programmes
- Attending service/team meetings, as appropriate.
- To take responsibility for ensuring working practice is up to date and in line with current legislation.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

Transport requirements:

Working patterns:

Working conditions:

- Current Driving License and the ability to meet the transport requirements of the job
- As per teachers' pay and conditions legislation
- Peripatetic across Northumberland from an office base

Appendix

PERSON SPECIFICATION

Post Title: Emotional Wellbeing and Behaviour Support Teacher	Director/Service/Sector: Children's Services	Ref:
Essential	Desirable	Assess by
Knowledge and Qualifications		
<ul style="list-style-type: none"> • Degree level qualification • Qualified Teacher Status (Primary or Secondary phase only) • Thorough knowledge of EWB needs and its impact in the classroom. • Knowledge of how to keep children safe and practices and procedures that should be followed. 	<ul style="list-style-type: none"> • Post graduate qualification relating to SEND • Further relevant qualifications in recognised behaviour related interventions (e.g. nurture groups, counselling, Theraplay) 	AIR
Experience		
<ul style="list-style-type: none"> • Successful recent and relevant experience as a classroom teacher • Successful recent and relevant experience of working with children with social, emotional and behavioural difficulties including children with complex special educational needs within a classroom setting. • Experience of providing training to school staff and other professionals in emotional wellbeing and behaviour related issues • Recording pupil progress against individual targets at SEN Support/EHCP. 	<ul style="list-style-type: none"> • Work with families and carers. • Experience of working with pupils who are identified as having EWB in both special educational and mainstream school settings. • Experience of multi-agency working. 	AIR
Skills and competencies		
<ul style="list-style-type: none"> • Working knowledge of relevant SEND policies and legislation. • Proven ability to work within and contribute to a team approach. • Awareness of factors contributing to social, emotional and behavioural difficulties which children experience. • To observe and assess children's EWB needs within the school context and to use this information to provide advice and support to pupils, staff and parent/carers. • Ability to plan and implement effective intervention programmes for pupils with EWB needs taking account of curriculum needs and enabling inclusion 	.	AIR

<ul style="list-style-type: none"> • Ability to communicate effectively and sensitively with a range of professionals, parents/carers and pupils. • Ability to understand and adhere to the need for confidentiality. • Demonstrate excellent verbal and written language skills. • Good record keeping skills. • A reflective practitioner: ability to monitor, evaluate and improve own skills and practices. • Ability to prepare and deliver training for a wide range of audiences. • Understand and adhere to the need for confidentiality • Possess the IT skills required to fulfil the duties of the post 		
Physical, mental and emotional demands		
<ul style="list-style-type: none"> • Proven ability to work under pressure and respond flexibly to changing situations. • Ability to remain calm in response to challenging situations and behaviour. • Ability to deal effectively with emotionally challenging people and situations. • Ability to support colleagues experiencing the impact of emotionally challenging situations within their professional roles • Able to undertake the physical demands of the post; particularly driving distances. 		AIR
Other		
<ul style="list-style-type: none"> • Understanding of safeguarding policy and procedures and to be able to follow these as required • Self-reliant and able to use initiative to work effectively without close supervision to deliver a range of team objectives. • Adhere to General Data Protection Regulations • A commitment to supporting children and young people EWB needs in mainstream educational settings. • A willingness to participate in identified training. • Highly motivated and well organised. • Ability to use own initiative and work independently. • A willingness to develop innovative working practices. • Adherence to evidence-based practice. 		AIR

<ul style="list-style-type: none">• Adherence to high standards of personal and professional conduct as outlined in the DfE Teachers' Standards.• Ability to meet the travel requirements of the post.		
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