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| **Job title:** Specialist Practitioner – Trauma Informed  **Reporting to:** Vice Principal, Student Experience and Pastoral Support  **Base:** Cross College |
| **Hours** 30 hours per week, 52 weeks per year  **Contract Type** Support – 12 month Fixed Term Contract  **Holidays** 20 days per year subject to service increases (5 days increase after 5 years); plus 6 College closure days per year where applicable and 8 statutory days  **Salary** £31,035 per annum |
| **Job Purpose**  To lead and deliver trauma-informed support strategies that enhance the emotional wellbeing, engagement, and academic progress of students with Social, Emotional, and Mental Health (SEMH) needs. The role focuses on trauma-informed practice, personalised intervention planning, and collaborative working with internal and external stakeholders to ensure students are supported to access learning and achieve positive outcomes. |
| **Key Responsibilities**  **1. Trauma-Informed Student Support**   * Provide 1:1 and small group mentoring using trauma-informed and neurodiversity-affirming approaches. * Deliver 1:1 and small group resilience-building sessions to support behaviour, emotional regulation, and social skills. * Act as a consistent, trusted adult for identified students, supporting emotional regulation and resilience. * Develop and implement personalised support plans that address behavioural and emotional developments. * Support students in re-engaging with learning and building positive relationships within the college community.   **2. Personalised Planning and Intervention**   * Develop and implement personalised learning and support plans in collaboration with curriculum and support teams. * Design and deliver targeted interventions that promote emotional wellbeing, social skills and self-regulation. * Develop and implement personalised support plans in collaboration with students, teaching and support staff. * Implement specific behaviour programmes and be involved in the monitoring, review, and evaluation of these. * To support teachers in the setting of realistic and achievable targets for behavioural improvement, advising on suitable and consistent strategies and approaches for achieving the identified target.   **3. Monitoring, Evaluation and Reporting**   * Monitor student progress and adapt strategies to support engagement and achievement. * Monitor and evaluate the impact of interventions, maintaining accurate records and contributing to reviews. * Maintain accurate records of interventions, progress, and impact. * Produce reports on identified students as necessary and contribute to the annual review of those with an EHCP plan/ Mental Health Safety plans. * Keep records of work undertaken and provide feedback to students, parents, and other professionals.   **4. Collaborative Working**   * Work closely with pastoral, safeguarding, and SEND teams to ensure a holistic approach to student support. * Liaise with external agencies, parents/carers, and professionals to coordinate support and interventions. * Liaise with families, carers, and external professionals to ensure holistic support.   **5. Whole-College Development**   * Contribute to staff training and development in trauma-informed and inclusive practices. * Contribute to staff training and awareness around Autism, SEMH, and resilience strategies. * Promote a culture of inclusion, safety, and emotional wellbeing across the setting. * Implement the appropriate policies to support students with their learning and wider development. |
| **PERSON SPECIFICATION** |
| **Knowledge and Experience**   * Passion for supporting young people with complex needs and barriers to learning. * Strong understanding of trauma-informed practice and SEMH strategies. * Excellent interpersonal and communication skills. * Ability to work collaboratively across teams and with external partners. * Resilient, reflective, and solution-focused approach. |
| **Skills and Abilities**   * Strong interpersonal skills, with the ability to build positive relationships. * Excellent organizational skills and the ability to prioritize tasks effectively. * Strong written and verbal communication skills, including report writing. * Ability to handle sensitive information with discretion and maintain confidentiality. * Empathy, resilience, and the ability to remain calm under pressure. * Experience of delivering personalised learning and support plans. * Training in trauma-informed approaches or therapeutic education |
| **Qualifications**  **Essential**   * English and maths GCSE Grade 4/C or above * Hold a Degree Level qualification in Psychology, Counselling, Mental Health or Education   **Desirable**   * Qualification in SEMH, Trauma Informed Education or Educational Psychology |

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