Job Description

Job Title: Inclusion Practitioner (SEMH)	**Service Area**: SEND – Experts at Hand	
Directorate: Children and Young People Directorate	**Post Number:**	**Evaluation Number:** 7957
Grade: To be confirmed	**Date last updated:** November 2026	
Accountable to: Inclusion Advisor (SEMH)		

EQUALITY AND DIVERSITY

We are committed to and champion equality and diversity in all aspects of employment with the London Borough of Newham. All employees are expected to understand and promote our Equality and Diversity Policy in the course of their work.

PROTECTING OUR STAFF AND SERVICES

Adherence to Health and Safety requirements and proper risk management is required from all employees in so far as is relevant to their role. All employees are expected to understand and promote good Health and Safety practices and manage risks appropriately.

Overall Purpose of Job

The Inclusion Practitioner helps schools put SEMH support into practice, so that children and young people showing social, emotional and mental health needs stay included, learning and in school.

The post holder works as part of the Inclusion Advisor team in Experts at Hand. The Inclusion Advisor agrees a plan with the school. The Inclusion Practitioner helps make it happen in classrooms and with families, by modelling strategies, coaching staff, doing short pieces of direct work with pupils and families, and checking that things are making a difference.

The work is time-limited and always handed back to the school, so that school staff can carry on without Experts at Hand. Experts at Hand is free to schools at the point of use. The post holder works alongside the Behaviour Support Service (BSS), which schools buy in for longer, specialist intervention programmes. In short, the Inclusion Practitioner helps the school do it, and the BSS SEMH Practitioner does the specialist work the school buys.

The role covers KS2 to Year 11, with links to the early years and post-16 offers at transition points.

Key Tasks and Accountabilities

Putting the School's Plan into Practice

1. Work from the action plan agreed between the Inclusion Advisor and the school, and agree with the school what will be done, for how long and what success looks like.
2. Model SEMH strategies in class, such as regulation routines, calm spaces, check-ins and relational approaches to behaviour.
3. Support teaching assistants and class teams, working alongside them until they are confident to run the strategies on their own.
4. Help schools use the Ordinarily Available Provision (OAP) guidance and Individual Support Plans for pupils with SEMH needs at SEN Support.
5. Help schools follow up advice from educational psychologists, BSS and other professionals so that it is acted on and reviewed.

Short Pieces of Direct Work

6. Run time-limited work with individual pupils or small groups, usually up to six weeks, for example on regulation, friendships or confidence, always with a member of school staff alongside.
7. Gather the views of children and young people and make sure their voice shapes the support around them.
8. Hand the work over to the school with a short written summary of what was done and what to keep going.

Working Alongside the Behaviour Support Service

9. Feed back to the Inclusion Advisor when a pupil still needs specialist input after the school's plan is in place, so the Advisor can help the school decide whether to buy in BSS.
10. Do not deliver ongoing intervention programmes or bespoke training that BSS provides as a traded service.
11. While a pupil is receiving BSS support, help class staff use the same strategies across the school day so that BSS work carries into lessons.
12. When a BSS programme ends, help the school keep the progress going so the pupil does not slip back.
13. Share what has been tried and what worked with BSS colleagues, so pupils and families do not have to start again.
14. Make sure no pupil at risk of exclusion goes without support because their school has not bought BSS, offering short-term work while the Inclusion Advisor and Core Team agree next steps.

Keeping Pupils in School

15. Support schools to put plans in place for pupils at risk of suspension, exclusion or a part-time timetable.
16. Support reintegration for pupils returning after exclusion, a long absence or time in alternative provision.

17. Work with the pupil, family, school and attendance team on emotionally based school avoidance (EBSA).
18. Support pupils with SEMH needs at key transitions, especially Year 6 to Year 7 and Year 11 into post-16.

Working with Families

19. Build trusting relationships with parents and carers and help them take part in planning for their child.
20. Help families understand the support available at SEN Support and through the Local Offer.
21. Help run parent workshops with schools and Experts at Hand colleagues on regulation and emotional wellbeing.

Training

22. Support the delivery of core SEMH training as part of the Experts at Hand 0 to 19 training offer.
23. Run short in-school sessions linked to the school's plan.

Information, Recording and Impact

24. Keep accurate, timely records in line with council systems, data protection and safeguarding procedures.
25. Record what was done, for how long and what changed, including attendance and suspensions for pupils supported.
26. Feed back to the Inclusion Advisor when a school or pupil needs more support.

Safeguarding

27. Follow Newham's safeguarding procedures and Keeping Children Safe in Education, and act on any concerns straight away.

General

1. To support the Council's vision to enable every resident under 25 to be safe, happy and cared for, with positive activities to secure their long-term wellbeing.

2. Work in line with the Children and Families Act 2014, the SEND Code of Practice, the Equality Act 2010 and any legislation that replaces them.

3. Handle confidential and sensitive information appropriately, including information about pupils and families, in line with data protection requirements.

4. To take part in appropriate staff development programmes, keeping up to date with local and national developments in SEND legislation, policy and practice.

5. To implement Newham Council's equal opportunities policies fully, and to work actively to overcome and prevent discrimination.

6. To undertake any other reasonable duties within the overall function commensurate with the grading and level of responsibility of the post.

7. The post holder may be required to work occasional evenings in order to meet the requirements of the service.

Personal Specification

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IMPORTANT INFORMATION FOR APPLICANTS

The criteria listed in this Person Specification are all essential to the job. Where the Method of Assessment is stated to be the Application Form, your application needs to demonstrate clearly and concisely how you meet each of the criteria, even if other methods of assessment are also shown. If you do not address these criteria fully, or if we do not consider that you meet them, you will not be shortlisted. Please give specific examples wherever possible.

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QUALIFICATIONS:	
HLTA status, or a Level 3 qualification in supporting teaching and learning (or equivalent), with good literacy and numeracy.	Application Form
Training in SEMH approaches, for example ELSA, Thrive, Zones of Regulation, Emotion Coaching or trauma-informed practice.	Application Form
KNOWLEDGE AND EXPERIENCE:	
Substantial experience as a teaching assistant or HLTA, supporting children and young people with SEMH needs in a school or similar setting.	Application Form/Interview
Experience of supporting pupils at risk of exclusion, with poor attendance or returning from alternative provision.	Application Form/Interview

Experience of showing other staff how to use strategies, or leading groups as an HLTA.	Application Form/Interview
Experience of running SEMH interventions with individual pupils or small groups, such as ELSA or nurture sessions.	Application Form/Interview
Experience of working with families, including in difficult situations.	Application Form/Interview
Working knowledge of SEN Support and the graduated approach (assess, plan, do, review).	Application Form/Interview/Test
Understanding of relational and trauma-informed practice and behaviour as communication.	Interview
Good understanding of safeguarding in education.	Interview
SKILLS AND ABILITIES:	
Ability to build trust quickly with school staff, children and families.	Interview
Ability to hand work over so that school staff can carry it on.	Interview
Ability to work well alongside traded services such as BSS, keeping a clear line between what is free and what is traded.	Interview
Ability to manage a varied caseload across several schools and prioritise well.	Application Form/Interview
Clear written communication and accurate record keeping.	Application Form/Interview/Test
Calm, flexible and solution-focused approach.	Interview
Demonstrable commitment to inclusion, equality and diversity, placing children and families at the centre.	Application Form/Interview
Good ICT skills, including Microsoft Office and case management systems.	Application Form
Ability to travel across the borough to schools and settings.	Application Form/Interview
Willingness and ability to work occasional evenings to maintain service delivery.	Application Form/Interview