

The people behind
the magic.



JOIN OUR TEAM



Learning Support Assistant Level 2 – Social, Emotional and Mental Health (SEMH) Specialist

Salary: Band D (NJC points 4-6) **Actual Salary:** £18,228 - £19,429 per annum **Pending pay award.

Contract Terms: Permanent, term-time only plus 2 days.

Hours: 30 hours per week, Monday to Friday 8.30am – 3.00pm.

Closing Date: Friday 4th September 2026 at 9.00am.

Start Date: As soon as your notice period allows.

We reserve the right to close this vacancy early if we receive sufficient applications for the role.
Therefore, if you are interested, please submit your application as early as possible.



Together
Learning Trust

THE SCHOOL



Everyone matters and every dream counts

We are proud of the high-quality education we offer at Ryburn Valley High School. We are a school of character, ensuring our students have opportunities to shine. We want them to be the best that they can be, taking risks and continually striving to develop and improve as young professionals. As Ofsted stated following our last inspection: "Pupils know the ethos of the school is based on 'everyone matters and every dream counts.' Leaders have fostered the values of kindness, honesty, respect and endeavour, which is brought to life by the everyday interactions of pupils and staff."

Ryburn is a school which has exceptionally high standards. Ryburn students work hard, get involved with the school community and "strive to excel". We want our students to leave school with bundles of new skills and knowledge, and of course great exam results. However, we also want them to develop and grow as young people, to leave our school with the attitudes and confidence to go out into the world and make a positive impact.

We live by the values of Kindness, Honesty, Respect and Endeavour. These values are on show in our lessons, in all our conversations and in the way both staff and students work as a team: Team Ryburn.

Ryburn Valley High School is a fantastic place to work and learn and we are always aiming to develop even further. The quality of every interaction we have with students and staff establishes a culture where everyone can 'strive to excel' and achieve great things.

We are looking for an extraordinary individual to join our school and really make a difference in the lives of our young people.

Donna Watkins, HEAD OF SCHOOL



Ryburn Valley High School provides a strong, vibrant and welcoming community. Pupils swell with pride when they talk about their school. They told inspectors about the opportunities they get to develop their confidence and resilience.

- OFSTED REPORT 2022

EXPLORE MORE



www.rvhs.co.uk



[ryburnvalleyhighschool](https://www.facebook.com/ryburnvalleyhighschool)



[@RVHS_school](https://www.instagram.com/RVHS_school)



When schools collaborate, incredible things happen.

Together Learning Trust is a thriving group local family of schools. We have three secondary schools, two school sixth forms, five primary schools and a special school, inspiring 5800 young people. We are driven by a shared commitment to providing magical learning experiences for all our children and a belief that all of them can achieve great things.

Exceptional achievement stems from developing world class teaching and learning. Creativity is the core of our values. Our staff are amazing, in both the relationships they forge and the incredible range of opportunities they make possible. We get great results, but we give and expect so much more. We are shaping a generation of future global citizens with the character they need to succeed; with the integrity and commitment to excellence that will enable them to thrive.

Together Learning Trust schools are wonderful places to work. We value and support our team across all our schools, and recognise the ideas, experience and expertise of our staff. Being part of the Trust opens up new opportunities for staff development. The Trust schools work closely together to identify and then implement the best school improvement strategies across its schools. Our aim is to grow great people and talent.

We cherish our staff, support their wellbeing and enable them to flourish. Being part of Together Learning Trust feels special due to the unique nature of the schools and the opportunities it brings for staff, students and communities to collaborate. For everyone involved in our Trust our mission is simple. To **Grow, Excel, and Learn Together.**

What could we do, together?

DAVID LORD, CHIEF EXECUTIVE OFFICER



"Working with such creative, professional and dynamic staff from other schools in the trust has helped make my job much more enjoyable and manageable, whilst reducing workload."

- DAMIAN BALL

Assistant Headteacher, The Brooksbank School

EXPLORE MORE



www.togetherlearningtrust.co.uk

Together
Learning Trust

THE JOB

LSA Level 2 (SEMH Specialist)

Are you passionate, friendly, and dedicated when it comes to providing excellent care and educational support to students with additional needs, particularly around their Social, Emotional and Mental Health (SEMH) needs?

Do you recognise yourself as having strong communication skills, patience, and understanding? Do you have the skills and dedication to make a lasting difference in the lives of young learners in a safe, vibrant, and happy school? If this sounds like you, we'd love to hear from you.

What the role involves in a nutshell:

- Work under the direction, guidance, and supervision of the SENCO and classroom teacher to support students in accessing learning.
- Take responsibility for delivering specific learning activities and interventions, helping to implement individual learning plans in line with the overall teaching strategy.
- Deliver targeted interventions, both within the classroom and in small group or 1:1 settings outside the classroom environment.
- Deliver Emotional Literacy Support Assistant (ELSA) interventions, or undertake ELSA training to develop the skills and knowledge required to provide high-quality emotional literacy support. Previous ELSA experience or qualification is desirable but not essential, as full training will be provided for the right candidate.
- Support pupils to develop emotional awareness, resilience, self-esteem, and positive coping strategies through planned interventions and nurturing relationships.
- Deliver SEMH- and emotional wellbeing-related guidance and share effective strategies with the wider learning support team to promote a positive, inclusive, and emotionally supportive environment for all students.

What you'll get in return?

You'll be joining a school and Trust which is all about putting staff first – with numerous wellbeing initiatives and social events to enjoy each term!

In addition to this you will benefit from:

- Automatic enrolment to the West Yorkshire Pension Fund.
- A Supportive and forward-thinking Leadership Team.
- Staff development through proactive personal and professional development.
- Free Parking.
- Additional holidays linked to service.
- Annual Flu Vaccines.
- Home & Technology Scheme.
- Rewards and discounts.
- GP Online and Prescription Service.
- Your Care Wellbeing & EAP.
- Lifestyle benefits & discounts

Diverse perspectives and experiences are critical to our success, and we welcome applications from all people from all backgrounds with the experience and skills needed to perform this role.

If our school sounds like a place in which you could really make a difference, then we'd love to hear from you.

JOB DESCRIPTION

LSA Level 2 (SEMH Specialist)

Responsible to:	Assistant SENDSO and SENCO
Scale/Salary	Grade D (7-11) – 30 hours - term time only plus 2 days
Main Purpose of the role	In the role of Learning Support Assistant (Level 2) you will: • Work under the direction, guidance and direct supervision of the SENCO and classroom teacher to support access to learning. • Responsible for some learning activities within the overall teaching plan to enable access to learning. • Interventions within or outside of the classroom. • Have specialist knowledge in SEMH and deliver training to the wider team on SEMH.
Main Duties & deliverables	You will support teaching and learning within the classroom by: • Providing support to class teachers in targeted curriculum areas. • Working under the direction, guidance and direct supervision of the SENDCO and classroom teacher to support access to learning. • Helping subject teachers prepare adapted materials for use in the classroom, • Prepare adapted materials and teaching aids under the guidance of the SENDCO, Assistant SENDSO or teacher. • Preparing Pen Portraits as required by the SENDCO. • Supporting teaching staff in carrying out aspects of the school behaviour policy and to reinforce the behaviour policy as part of the professional role. • Delivering identified support and intervention under the direction of the SENDCO (e.g.moving & handling support) • Monitoring and communicating progress of identified students to the teacher and SENDCO. • Maintaining an up-to-date provision map for key students. • Providing written feedback to inform the annual review. • Ensuring staff and students are working towards targets identified in annual reviews. • Being interested and enthusiastic in the delivery of subject specific learning materials and resources. • Attend departmental meetings, where appropriate. • Liaising with the Heads of Department/Assistant Heads of Department • Working with departments to offer modified activities where appropriate, e.g. P.E, Drama • Assisting in adapting work both for lower and higher ability students – examples of this are: ○ simplifying/extending subject specific vocabulary ○ explaining and interpreting work given by the teacher ○ suggesting ways of tackling the task ○ providing simplified/extended versions of work (needs advance planning with teacher) ○ breaking down tasks into appropriate chunks ○ assisting students in recording homework

	You will support student progress by: • Establishing positive and productive working relationships with students, and actively. • Promoting the inclusion of all students. • Supporting students in their work as directed by the class teacher and the SENDCO • Encouraging and supporting: ○ Development of appropriate strategies for learning ○ Development of independent study skills ○ Appropriate standards of behaviour • Be a key worker for identified students or specific groups of students. • Helping students access practical activities safely and successfully. • Undertaking moving and handling with designated students. • Assisting with care needs (NB: where these additional responsibilities include intimate care of student's guidance will be provided). • Assisting the High Needs Co-ordinator with moving and handling risk assessments for students with mobility difficulties, including residential assessments. • Having sound knowledge of the SEND code of practice and keep up to date with areas relating to risk assessments for SEND students
Expected Behaviours	• Support the ethos, vision, principles and values of the school. • Treat colleagues, students and all members of the community with respect and consideration. • Treat all students fairly, consistently and without prejudice. • Set a good example to students in terms of appropriate dress, standards of punctuality and attendance. • Support the ethos of the school by upholding the code of conduct, uniform rules, etc. • Take responsibility for own professional development and participate in arrangements adopted by the school for the assessment of his/her performance and that of other teachers. • Reflect on our own practice as well as the practices of the school with the aim of improving all that we do and achieving excellence. • Read and adhere to School policies and implement School improvement plans. • Participate in the development and management of the school by attending various team and staff meetings. • Undertake duties as prescribed within the school's policies. • Undertake professional duties reasonably assigned to them by the Headteacher. • Be proactive and take responsibility for matters relating to health and safety. • To play a full part in the life of the school community, to support its distinctive values and ethos and to encourage and ensure staff and students follow this example.
Other specific duties	Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the Chief Executive Officer and Headteacher to undertake work of a similar level that is not specified in this job description.

	This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Chief Executive Officer or Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.
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We are committed to safeguarding children, young people and vulnerable adults. All staff and volunteers are expected to behave in a way that supports this commitment and are subject to an enhanced DBS check. Please be aware that it is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.





LSA Level 2 (SEMH Specialist)

To be assessed through application, reference and interview.

Criteria	Essential	Desirable
Qualifications		
Educated to GCSE Grade C/4 or above (or equivalent) in English and Maths	✓	
To have or to be willing to work towards Emotional Literacy Support Assistant (ELSA) course	✓	
To have or to be willing to work towards a full or emergency pediatrics first aid certificate	✓	
Experience		
Trained in relevant learning strategies and/or a particular curriculum or learning area	✓	
Working with children/young people	✓	
Working in a school environment	✓	
Experience of support teachers in at least one curriculum area	✓	
Experience of supporting children with specific learning difficulties	✓	
Experience of supporting children with social, emotional and behavioural difficulties	✓	
Experience of supporting children with physical/sensory impairments		✓
Skills and Abilities		
Excellent written and communication skills	✓	
A good understanding of literacy and numeracy	✓	
Ability to efficiently manage and prioritise workloads	✓	
Ability to build positive relationships with all stakeholders, especially parents/carers	✓	
Ability to relate to students in a pleasant and sympathetic manner and to recognise child safeguarding issues	✓	
Good level of proficiency in Microsoft Word, Excel and Outlook	✓	
Ability to remain calm under pressure	✓	
Excellent communicator with strong interpersonal skills	✓	
Well organised, pro-active and able to thrive under the pressure	✓	
Personal Attributes		
Self-driven, results-orientated with a positive outlook	✓	
A natural forward planner who critically assesses their own performance	✓	
Mature, credible with excellent interpersonal skills	✓	
Reliable, tolerant and determined	✓	
Empathetic - able to see things from another person's point of view	✓	
Able to motivate and persuade, negotiate and influence others	✓	
Well-presented and professional	✓	
Keen for new experiences, responsibility and accountability	✓	

Able to get on with others and be a team player	✓	
Ability to evaluate own learning needs and actively seek learning opportunities	✓	
Integrity and exercises confidentiality	✓	
A commitment to inclusive education	✓	
Integrity and exercises confidentiality	✓	
Ability to think pragmatically and be solutions focused	✓	

HOW TO APPLY

Say yes to new adventures.

Could we be a good fit for each other? If you'd like a chat about the role, or have any questions, then we'd be delighted to hear from you. Please contact Carrie Burbidge our Personal Assistant to the Senior Leadership Team via c.burbidge@ryburn.tlt.school Please note our school will reopen on Tuesday 1st September, should you have any queries.

If you're ready to apply, please complete our online application fully by clicking [here](#) before the deadline.

SAFER RECRUITMENT

We are committed to safeguarding children, young people and vulnerable adults. All staff and volunteers are expected to behave in a way that supports this commitment and are subject to an enhanced DBS check. Please be aware that it is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. If you are shortlisted for interview, we will undertake an online public search in line with guidance from the Department for Education and Keeping Children Safe in Education 2025.