

Post Reference: 2766

Job Title: Learning Support Assistant – SEMH (Social, Emotional and Mental Health)

Grade: B3 – (Actual Salary £23,292 to £24,826)

Hours: 37 hours per week, term time only plus 10 days

Accountable to: Connect Manager

JOB DESCRIPTION

Role:

Our Connect provision is a highly resourced and well-structured internal alternative pathway designed for students with Social, Emotional and Mental Health (SEMH) needs. As part of the academy's graduated approach to inclusion, Connect provides targeted and personalised support for pupils who require an adapted, nurturing environment to re-engage with learning.

The provision consists of two dedicated learning rooms, each led by an Inclusion Leader who oversees the day-to-day running of the space and ensures a calm, consistent and aspirational environment. The wider provision is managed by the Connect Manager, who provides strategic oversight and ensures high-quality support across the team. The Connect team currently comprises five members of staff, which this role will be additional to, allowing each colleague to contribute to a cohesive, specialist offer for our learners.

Connect offers a structured environment where pupils receive individualised support to overcome significant barriers to learning. Through an adapted curriculum and high-quality pastoral care, the provision aims to develop students' social, emotional and academic skills while preparing them for successful reintegration into mainstream lessons.

In this role within Connect, you will play a vital role in supporting the delivery of this personalised provision. Working alongside the Inclusion Leader and under the direction of the Connect Manager and teaching staff, you will help create and maintain a safe, positive and encouraging environment where students feel understood and supported. Your responsibilities will include assisting with emotional regulation, promoting engagement with learning, supporting key routines, and delivering targeted activities and interventions as required.

This is an excellent opportunity to support some of our most vulnerable learners through a compassionate, structured and relationship-based approach, helping every student access the tools they need to thrive.

All post-holders at White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the academies. Keeping Children Safe in Education and the guidance for Safer Working Practices directs the work of every adult working at or associated with White Rose Academies Trust.

Duties and Responsibilities:

Support for Students

- Provide day-to-day support for pupils with Social, Emotional and Mental Health (SEMH) needs within the Connect provision.
- Build positive, trusting and professional relationships to promote emotional regulation, resilience and engagement in learning.
- Support students to develop key routines, independence and self-management skills.
- Implement individual support strategies as directed, including SEMH-focused interventions and behaviour-regulation approaches.
- Assist students in accessing an adapted curriculum through scaffolded learning tasks, 1:1 support, and small-group work.
- Promote and reinforce positive behaviour, using de-escalation techniques and restorative approaches where appropriate.

Support for Learning and Teaching

- Work collaboratively with the Inclusion Leader in the room to ensure a calm, structured and purposeful learning environment.
- Prepare, adapt and organise learning resources to meet pupils' individual needs.
- Support the delivery of tailored activities and interventions designed to re-engage learners and build confidence.
- Monitor pupil engagement and progress, providing feedback to the Inclusion Leader and Connect Manager.
- Assist with the implementation of personalised plans, including Individual Support Plans, Pupil Passports and relevant strategies and intervention outlined in Education Health and Care Plan (EHCP).

Connect Provision Operations

- Contribute to maintaining a safe, nurturing and consistent environment across the Connect provision.
- Support the smooth running of routines such as transitions, breakfast club, entry/exit procedures and structured breaks.
- Record observations, pastoral notes and relevant information accurately and promptly using school systems.

- Work collaboratively with the wider Connect team of five staff members to ensure shared expectations and consistent practice.
- Assist in maintaining an organised, well-resourced and welcoming learning space.

Professional Responsibilities, Relationships and Collaboration

- Maintain confidentiality, professionalism and safeguarding standards at all times.
- Participate in training related to SEMH, trauma-informed practice, de-escalation and Special Education Needs and Disabilities support (SEND).
- Engage in regular team briefings, supervision and reflection meetings to support high-quality practice.
- Contribute to the ongoing development of the Connect provision by sharing insights, ideas and good practice.
- Work collaboratively with classroom teachers, specialist staff, and other professionals to support student outcomes.
- Develop strong relationships with students, acting as a positive role model and upholding high expectations with high support.
- Liaise sensitively and effectively with families, attending meetings and providing updates as required.

Administrative and Practical Support

- Assist with preparing, maintaining, and using specialist equipment and resources (e.g. overlays, writing boards).
- Support in exam settings by acting as a scribe, reader, or invigilator as required.
- Provide personal assistance during physical or practical activities (e.g. PE, cookery, school visits).
- Supervise students during off-site trips or extra-curricular activities as required.

Professional Development and Compliance

- Attend training, meetings, and learning activities to support ongoing development in the Learning Support Assistant role.
- Understand and comply with safeguarding, health and safety, confidentiality, and data protection policies.
- Recognise personal strengths and areas for development and support colleagues as needed.
- Uphold and model the academy's Core Values in all interactions.

Other Duties

- Undertake such other duties, training and/or hours of work as may well be reasonably required and which are consistent with the role.
- Participate in performance management arrangements and regular line management meetings.
- Adhere to published school policies and procedures.
- Participate in meetings with colleagues and families relative to the post.

- Carry out any other duties as reasonably required under direction of the Leadership Team

Equal Opportunities:

- To promote equal opportunities in education in order that all children and families will gain optimum benefit from the service provided.
- To promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing.

Generic Staff Requirements:

- Uphold the professional standards expected of every member of academy staff in all dealings with colleagues, students, parents/carers, and the wider community.
- Adhere to the principles expressed in the aims of the academy and its mission statement.
- Actively contribute to the continued development of the academy and self by attending training, participating in relevant meetings and appraisals, and putting forward ideas for improvement.
- Be a positive, collaborative team member.
- Apply academy policies in all aspects of the role.
- Improve own practice through observation, evaluation, discussion with colleagues and appropriate CPD programmes.
- Work collaboratively with colleagues, knowing when to seek help and advice.
- Contribute to the overall ethos, work, and aims of the academy by attending relevant meetings, training days/events as requested.
- Be aware of and comply with the academy policies and procedures e.g. safeguarding, child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be responsible for safeguarding children and promoting their welfare and following child protection procedures.

- Be aware of and support difference and ensure equality for all working in an anti-discriminatory manner, upholding, and promoting the values, standards and equal opportunities of the academy.
- Recognise and appropriately challenge any incidents of racism, bullying, harassment, victimisation, and any form of abuse of equal opportunities, ensuring compliance with relevant policies and procedures.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. This job description may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the academy.

All postholders are accountable through White Rose Academies Trust Performance Management Appraisal Policy. The Governors and Principals of White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced level check with the Disclosure & Barring Service. Please note that a criminal record will not necessarily be a bar to obtaining employment; this will depend on the circumstances and background to any offence.

Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.

PERSON SPECIFICATION

The specific qualifications, experience, skills, and values required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it is an essential or desirable requirement, and at which point in the recruitment process it will be assessed.

You should be able to demonstrate the following criteria:

E = Essential

D = Desirable

Measured by:

A = Application Form

T = Test/Exercise

I = Interview

R = References

C = Certificate

Qualifications

E	GCSE level of education C or equivalent (to include English and Maths)	A
D	Relevant qualification or experience relating to SEMH	A
E	A good level of appropriate ICT skills	A

Knowledge and Experience

E	Knowledge of developing literacy skills in an education setting	A I
E	Able to work with students on a 1:1 or small group basis.	A
D	Experience working with children with Social, Emotional & Mental Health (SEMH) young people.	A I
E	Professional attitude and ability to forge positive relationships with students, parents and staff.	A I
E	Successful contributions to team work	A I
E	Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	A I
E	Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	A I
E	A clear understanding of effective safeguarding within the academy	A I
D	Experience of working with vulnerable young people	A I C
E	A willingness to train and engage with CPD to develop professionally	A I C

Skills, Attributes, and Abilities

E	Competency using ICT for recording, monitoring and reporting.	A
E	Be resilient and reliable	A C
E	Ability to use progress data of students to track and raise attainment of students for whom responsible	T
E	Good working knowledge of assessment for learning approaches and their classroom application	T
E	Ability to promote equality, diversity and inclusion and demonstrate this within the role.	A I
E	Be jointly responsible for promoting and safeguarding the welfare of students	A I
E	Ability to form and maintain appropriate relationships and personal boundaries with students	A I
E	Ability to work effectively and efficiently as part of a group and individually	A I
E	Strong interpersonal skills and the ability to communicate effectively and clearly with young people and adults	A I
E	Ability to respect sensitive and confidential work and respect the wishes of others	A I

The White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced DBS check.

An overseas check, such as a Certificate of Good Conduct, will be required if you have lived outside the UK for 3 months or more in the last 10 years while aged 18 or over. This is not required at the application stage but must be obtained by the postholder prior to appointment, in line with safer recruitment practices.

Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. You can view our Safeguarding and Child Protection policy on our website.