



Inspire Learning Trust

SEMH Education Coach (Teaching Assistant)

Closing Date: Monday 26 January 2026, 3pm

Interview Date: Later the same week

Responsible to:	Provision manager
Responsible for:	Supporting students with SEMH needs. Delivering targeted interventions accordingly
Salary:	Band E, Actual salary £23,355 - £24,502 (FTE Salary £26,824 - £28,142)
Working hours:	37 hours per week, Monday to Thursday 8am – 4pm, Friday, 8am – 3:30pm. Term time plus 2 training days

Winterhill school is a forward thinking, multi-cultural school committed to an inclusive education where 'everyone succeeds'. The school has fantastic facilities, a dedicated staff team with a family ethos and strong support from the community it serves.

We are part of Inspire Learning Trust; a Multi Academy Trust based in Rotherham which also includes Oakwood High School, Sitwell Junior School and Thomas Rotherham College.

Winterhill School are looking to appoint a well-qualified SEMH Education Coach who will:

- Support students to fully access the curriculum, by delivering targeted 1:1 and group interventions within our SEMH provision.
- Work under the direction of the Provision Manager/Inclusion Lead, to provide our students with emotional and educational support

We offer a positive working environment, we care about our learners, and we care about our staff, all of whom know and appreciate that. The successful candidate will have the opportunity to be part of this, contributing to this culture and developing it further.

Applicants are required to apply via our online application form which is available on our website: <https://www.inspiretrust.uk/vacancies/>

PLEASE NOTE we operate Safer Recruitment and we do not accept CVs or CV attachments, all applicants must complete an application form in full.

Inspire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers, and volunteers to share this commitment. The Trust is an equal opportunities employer, and we undertake to make any reasonable adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Our safer recruitment processes include online media searches which will form our due diligence checks pre interview. Employees will be subject to a comprehensive vetting process including references from current and previous employers, right to work in the UK, an enhanced DBS check and a further check against the appropriate barred list.

All candidates are expected to read the Trust's Safeguarding Policy accessible via our website: <https://www.inspiretrust.uk/page-template/statutory-documents/>



Inspire Learning Trust

Why work for us?

Gym and Exercise Classes



Gym membership and exercise classes at only £20 per academic year.

Free Parking



Free car parking at all sites.

Accredited Living Wage



We are committed to ensuring staff rates of pay exceed the national minimum wage.

Sports Facility Hire



Reduced rates on our sports facilities and pitch hire.

Evening Language Classes



Access to modern foreign languages classes at a 25% discounted rate.

Specsavers Eye Care Voucher Scheme



Obtain a free eye test and discounts on glasses.

Blue Light Card Eligibility



Purchase a card giving access to a wide range of discounts online & on the high street.

Pension Contributions



Access Teachers and Local Government pension schemes, with employer contributions between 19.9% and 28.68%..

Cycle to Work Scheme



Salary sacrifice scheme on a brandnew bike with Cyclescheme.co.uk

Support Staff Holiday Entitlement



Generous annual entitlement for all our professional support staff.

Urban Yoga



Access free yoga classes at Oakwood High School.

Employee Referral Scheme



You could earn £500 for recommending an appointed friend or family member.

Student Admissions to Secondary School



Priority placing for children of staff, subject to length of service.

Westfield Health Scheme



A salary sacrifice scheme that gives quality health cover.

Onboarding for New Starters



Bespoke onboarding process for all new starters, including an additional day's pay.

Flu Jabs



Flu jab vouchers available on an annual basis.

Employee Assistance Programme



24/7 confidential help covering counselling and practical and emotional help.



We envision Inspire Learning Trust thriving by boosting our resourcefulness, promoting a culture of sharing within the Trust, showing respect to the planet and the communities we serve, and nurturing resilience in our stakeholders for sustained economic, environmental, and social wellbeing.



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Job Description and Person Specification

To work under the direction of the Provision Manager/Inclusion Lead, to deliver interventions to students within our SEMH provision, either 1:1 or in a group setting. The successful candidate will work with, support and empower our students to fully access the curriculum, enabling them to return to mainstream lessons.

All post holders at Winterhill School and the Trust are required to work at their designated level to support the implementation of all policies and procedures to achieve key targets. These targets are reviewed annually and adapted to meet the needs of our students.

The post holder will be a key member of the team in the Academy and will work positively and proactively.

The post holder will work in collaboration with a range of staff across the Academy in the discharge of their duties and will at all times work within and contribute to the legal, regulatory and policy frameworks of the Academy and wider Trust.

**Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community.
We build upon our strengths – together!**

For the purposes of this Job Description and Person Specification, Trust is Inspire Learning Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post, or the lead responsibility for an activity lies with another member of staff, this is stated and will be expanded on in the Service Framework and Development plan where appropriate.



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Role Specific Duties and Responsibilities of the Post

(including Leadership, Accountabilities and Operational Activities).

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

1. Support for students	A	L	O
1.1 Use specialist (Curricular/Learning) skills/training/experience to support students, by delivering targeted interventions within our SEMH provision	✓		✓
1.2 Provide 1:1 and small group mentoring/coaching for students, with a focus on Social, Emotional and Mental Health (SEMH) needs.	✓		✓
1.3 Monitor individual students' progress, achievements and development needs, reporting to the responsible staff as appropriate.			✓
1.4 Identify students' underlying needs/issues using a range of assessment tools, then provide mentoring/coaching to support students in addressing these needs/issues.			✓
1.5 Assist in the development and implementation of Individual Support Plans for individuals and groups of students	✓		✓
1.6 Act as Key Worker to identified students, taking a lead role in their support and progress through regular intervention and through liaison with other staff, parents/carers and relevant agencies.			✓
1.7 Establish productive working relationships with students, acting as a role model and setting high expectations.	✓		✓
1.8 Reinforcing students' self-esteem through praise and encouragement, setting challenging and demanding expectations and promoting independence.			✓
1.9 Deliver intervention strategies to support student progress with regards to their emotional health and wellbeing.			✓
2. Support for the curriculum	A	L	O
2.1 Implement agreed learning activities/teaching programmes, adjusting activities according to student responses/needs.	✓		✓



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2.2 Implement local and national learning strategies, e.g., Literacy, Numeracy, and make effective use of opportunities provided by other learning activities to support the development of relevant skills.				✓
2.3 Monitor and evaluate students' responses to learning activities through observation and planned recording of achievements against predetermined learning activities.	✓			✓
2.4 Be responsible for keeping and updating records, as agreed with the provision manager/Inclusion lead, contributing to reviews of systems / records as requested.	✓			✓
2.5 Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with school policy and encourage students to take responsibility for their own behaviour.				✓

3. Generic Duties and Responsibilities

- 3.1 Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.
- 3.2 All employees will be asked to work at their level on student/student interventions to meet the needs and targets of the Trust. For support staff this will include Basic First Aid (training will be provided).
- 3.3 Be aware of and support differences and ensure all students, students and staff have equal access to opportunities to learn and develop.
- 3.4 Participate and contribute to Talent Development and Service Frameworks and other plans.
- 3.5 All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal / external Training, Networking, Updating and other such events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.
- 3.6 Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
- 3.7 Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.
- 3.8 Establish constructive relationships and communicate with others (inside and external to the Trust).
- 3.9 Organise and support school/college and Trust events as requested.
- 3.10 Any other reasonable and appropriate duties as directed by Trust or school/college Senior Staff.
- 3.11 All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.



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Person Specification

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment.

Key to abbreviations: MoA Method of Assessment, AF Application Form, R References, I Interview, CQ Certificate of Qualification, OT Occupational Testing, DBS Disclosure and Barring Service Check.

1. Qualifications/Training/Experience	Essential	MoA
1.1 English & Mathematics GCSE grade C or above (or equivalent).	✓	AF/I/R
1.2 A degree of further professional qualifications in a relevant subject	Desirable	AF/CQ
1.3 Successful recent experience working with secondary aged children	✓	AF/I/R
1.4 Evidence the use of specialist skills to support students who have additional needs with regards to SEMH difficulties.	✓	AF/CQ
1.5 Ability to relate well to children and adults and an understanding of learning and development.	✓	AF
1.6 Knowledge of general aspects of child development.	Desirable	AF/I/R
1.7 Ability to motivate, inspire and have high expectations of SEMH students	✓	AF/I/R
2. Support for Teaching and Learning	Essential	MoA
2.1 Able to demonstrate knowledge & experience of inclusive teaching & learning strategies to support children with special educational needs and disabilities.	✓	AF/I/R
2.2 Ability to organise and supervise the work of students so as to ensure that they make good progress.	✓	AF/I/R
2.3 Ability to provide meaningful and timely feedback to students in line with the school's policy.	✓	AF/I/R
2.4 A commitment to the school-wide focus of student attainment and raising aspirations.	✓	AF/I/R



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3. Mandatory Requirements	Essential	MoA
3.1 A satisfactory DBS check at an enhanced level is a condition of employment with Inspire Learning Trust.	✓	AF/I/R
3.2 Education posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.	✓	AF/R
3.3 References that confirm suitability to work in an educational setting, reference must be provided from current/most recent employer. References will not be accepted from members of the candidate's families or acting purely as a friend.	✓	AF/R
4. Physical Requirements	Essential	MoA
4.1 Health and physical capacity for the role.	✓	AF/I/R
4.2 A good attendance record in current employment (not including absences resulting from disability).		R

5. Effective Behaviours
The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.
Seeing the Bigger Picture: Understand what your responsibilities are and how these contribute to the priorities of your team. Consider the varied impact your work could have on individuals with different needs and from other backgrounds. Gather information from both inside and outside of the Trust to inform your area of work.
Changing and Improving: Review ways of working and suggest improvements, including how to make full use of new digital technologies. Learn new procedures and help colleagues to do the same. Query any issues that arise from changes in a suitable way. Respond in an effective and appropriate manner when emergencies arise.
Making Effective Decisions: Use guidance, analyse relevant information and ask colleagues for input to support decision making. Identify and deal with any errors or gaps in information before making a decision. Consider the diverse needs of those affected by decisions and how it will impact them. Provide advice and feedback to support others in making accurate decisions. Ask others to clarify decisions when confused and query any issues that arise constructively.
Leadership: Show enthusiasm for your work and take personal accountability for your role. Demonstrate responsibility for your own objectives. Act in a fair, inclusive and respectful way when dealing with others. Be considerate and



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understanding of other people's points of view. Understand and support the objectives of the wider team. Demonstrate consideration of the wider consequences of own actions.

Communicating and Influencing: Put forward your views in a clear, constructive and considerate manner. Use an appropriate method of communication for each person such as an email, telephone call or face-to-face, taking into consideration their individual needs. Use plain and simple language, being careful to check written work for errors. Consider the impact of language used on different groups of stakeholders. Remain honest and truthful when explaining opinions. Listen and ask questions to ensure your understanding.

Working Together: Proactively contribute to the work of the whole team and remain open to taking on new and different roles. Get to know your colleagues and build supportive relationships. Listen to alternative perspectives and needs, responding sensitively and checking understanding where necessary. Ask for help when needed and support others when the opportunity arises. Be aware of the need to consider your own wellbeing and that of your colleagues. Understand that bullying, harassment and discrimination are unacceptable.

Developing Staff and Others: Identify gaps in your skills and knowledge and make plans of how to develop these. Take time to achieve development objectives. Listen to and act on feedback from colleagues to find areas you can develop. Share knowledge and skills learnt with colleagues to contribute to the learning and development of the whole team.

Managing a Quality Service: Gain a clear understanding of student/student needs. Plan, organise and manage your own time to deliver a high-quality education to students/students. Act to prevent problems by identifying issues, reporting them and providing solutions. Keep colleagues up to date with progress.

Delivering at Pace: Always work with focus and pace to get the job done on time and to a high standard. Follow the relevant Trust policies and procedures. Use own knowledge and expertise to organise work. Keep focused on delivery and take responsibility for the quality of work produced. Keep a consistent level of personal performance. Keep managers and stakeholders updated on how work is progressing.

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to consider any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Inspire Learning Trust is committed to providing a safe, secure and supportive environment for all members of staff to support their wellbeing, built from effective relationships. As part of our Staff Wellbeing Strategy, we have contracted with the Education Support Partnership and they provide us with an Employee Assistance Programme to support all staff on a range of issues. We will continue to work with our staff body to improve and ensure that we remain a really good place to work. Our commitment to our pay and conditions is demonstrated by the Trust being recognised as an Accredited Living Wage employer.



Inspire Learning Trust



**Inspire Learning Trust
is committed to...
Educational Social
Responsibility
We are committed to a
value led educational
provision.**

Inspire Learning Trust is an organisation driven by a desire to provide a truly outstanding and inspirational educational experience for all its pupils and students. Underpinning this aspiration, is an equal commitment to being a wonderful place to work and a valued and impactful community asset.

Since its journey began a decade ago, Inspire Learning Trust has worked tirelessly to develop a strong ethos. Together, within this multi academy trust, we will work to inspire learners to achieve, for today, for tomorrow and into the future.

Through a process of engagement and collaboration, Inspire Learning Trust has further developed this ethos, by encouraging each establishment to define their specific purpose in the development of the young people they support:

- **Inspiring lives, creating possibilities, shaping futures - Sitwell Junior School**
- **Inspired to achieve - Oakwood High School**
- **A tradition of achievement - a future of opportunity - Thomas Rotherham College**
- **Everyone succeeds - Winterhill School**

Underpinning this ethos, Inspire Learning Trust has embedded a set of common values that are believed in and shared, by the trusts, staff, pupils, students and trustees, these are;

***Respect, Responsibility, Resourcefulness, Resilience,
Reflection, Risk taking and Relationships***