



Midsomer Norton
Schools Partnership



Job Description – SEMH Support Assistant (SEND)

Home School: Buckler's Mead

Grade: B&NES Grade 3 Point 5 – 7

Responsible to: Deputy Headteacher SENDCo

JOB PURPOSE

The purpose of this role is to provide trauma-informed support to students with Social, Emotional and Mental Health (SEMH) needs within a mainstream secondary school setting. Working under the guidance of the Deputy Headteacher, SENDCo and pastoral staff, the SEMH support assistant will help create a safe, supportive, and inclusive environment that recognises the impact of trauma on behaviour and learning. The role involves delivering targeted support both in and out of the classroom, helping students regulate emotions, build resilience, and engage positively with their education.

This position exists to strengthen the school's capacity to meet the needs of vulnerable learners by developing trusting relationships, reducing barriers to learning, and fostering a sense of belonging. The Teaching Assistant will play a key role in supporting the implementation of personalised strategies and interventions, promoting emotional wellbeing, and contributing to a whole-school core values.

A SEMH Support Assistant role is ideal for a person with a passion for supporting vulnerable learners in a nurturing and structured environment. The aim will be to help SEMH students to engage with education and leading activities that promote social and emotional development.

MAIN RESPONSIBILITIES AND DUTIES:

Under the guidance of the Deputy Headteacher, the post holder will be required to:

- Provide in-class and out-of-class support for students with Social, Emotional and Mental Health (SEMH) needs to enable positive engagement with learning.
- Deliver 1:1 and small group mentoring sessions to support students with SEMH needs in developing self-regulation, confidence, and resilience.
- Encourage and support students to reflect on their behaviour, take responsibility for their actions, and adopt positive behavioural strategies.
- Assist students in accessing the curriculum by adapting learning tasks and providing targeted academic and emotional support.
- Implement personalised interventions and support learning activities as directed by the Deputy Headteacher or SENDCo.
- Collaborate with colleagues to create and adapt resources tailored to the individual needs of students.

- Support the SENDCo in embedding strategies to improve provision for SEMH SEND students in line with the SEND policy.
- Observe students in lessons and record key information to inform the development of targeted interventions under the direction of the Deputy Headteacher and SENDCo.
- Supervise and support students working within the Pastoral area or Learning Support Bases during lessons or as otherwise directed.
- Use data and ICT extensively to ensure appropriate students are identified for support and that this group's progress is monitored and reported appropriately
- Contribute to the development and review of individual support plans and student passports.
- Communicate effectively with teaching staff to share strategies, observations, and student progress updates.
- Work closely with families, carers, and external professionals to ensure a joined-up approach to support.
- Promote a trauma-informed, relational approach to behaviour management in all student interactions.
- Attend and contribute to relevant staff and departmental meetings to support personalised learning and inclusion.
- Under the direction of the Deputy Headteacher, SENDCo and Exams Officer, support identified students during exams by facilitating access arrangements.
- Maintain accurate records of support provided, including intervention logs and student progress reports.
- Follow safeguarding protocols at all times, reporting concerns promptly in accordance with school policy.
- Undertake ongoing professional development in trauma-informed practice, SEMH support, and SEND strategies.

KNOWLEDGE, SKILLS AND EXPERIENCE:

- Strong oral and written communication skills, excellent organisational abilities, and a clear commitment to supporting student achievement are essential.
- Demonstrates a professional and positive presence, with a proactive attitude and a willingness to develop new skills through ongoing training.
- Previous experience supporting students with Special Educational Needs and/or Social, Emotional and Mental Health (SEMH) needs is highly desirable; experience in a secondary school environment would be advantageous.
- Educated to GCSE level (or equivalent) with sound literacy and numeracy skills; A-level qualifications (or equivalent), along with proficiency in ICT and data handling, are highly beneficial.
- Able to work flexibly across different year groups (ages 11-16), subject areas, and learning needs, adapting support to meet individual student profiles.
- Demonstrates the ability to work effectively as part of a multidisciplinary team, as well as independently, in a busy and dynamic school setting.
- Knowledge of safeguarding, inclusive practices, and trauma-informed approaches would be an advantage, though training will be provided.

PHYSICAL EFFORT AND WORKING ENVIRONMENT:

SEMH Support Assistant will work within the academy environment, although participation in offsite trips and visits should be anticipated. There may occasionally be some physical risk in dealing with an individual student's aggressive behaviour. High levels of physical and emotional energy will be demanded routinely.

General

- The post holder will be expected to undertake any appropriate training provided by the Trust and/or School to assist them in carrying out any of the above duties.
- The post holder will be expected to contribute to the protection of children as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager or the Designated Safeguarding Lead (DSL).
- The post holder will be required to promote, monitor and maintain health, safety and security in the workplace. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to and that all duties are carried out with due regard to the academy's Health & Safety policy.
- Duties which include the processing of any personal data must be undertaken within GDPR guidelines.
- This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out. The post holder will be required to undertake such other duties as may be reasonably required and which are consistent with the general level of responsibility of this job/as deemed necessary by the Line Manager, Senior Leadership Team or Headteacher. This will include inclusion in the staff duty rota, covering lunch and/or break times at allocated times.

Buckler's Mead Academy and Midsomer Norton Partnership Schools' Trust are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS Certificate is required for this post prior to commencement. Agreed that this job description is a fair and accurate statement of the requirements of the post

Post Holder

Name

Signature

Date

Line Manager

Name

Signature

Date