

**Application Pack -**   
**Specialist SEMH Learning Support Assistant (Including Intervention)**

Thank you for your interest in our vacancy.

The following information contains further details including the job description and person specification.

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| **Appointment Type** | Permanent |
| **Start Date** | As soon as possible 1st September 2025 |
| **Hours** | 37 hours per week, Monday to Friday  39 weeks per year (Term time plus Inset days) |
| **Salary Scale** | Sandbach High School and Sixth Form College pay scale  Grade 5 £25,001.01 - £27,711.94 pro rata  Actual salary £20,368.26 - £22,705.06 |
| **Closing Date** | Monday 2nd June 2024 12noon. |
| **Interview Date** | TBC |

As a school we are looking for a confident, solution focussed professional to join our Learning Support Team as Specialist SEMH LSA (including intervention).The successful candidate will liaise with teaching and support staff to enhance the learning environment and education for all students and ensure any additional needs are met. The focus of the role initially will be a mixture of emotional literacy intervention and in-class support for SEND students with SEMH requiring this provision. They will work with our SEND Leadership Team and external agencies to support our students. They will be leading interventions for SEMH with support from our SEND Leadership Team. They will be working with a group of enthusiastic, conscientious, supportive and compassionate staff in the Learning Support Department. Our students are hardworking and well-behaved; this is a growing area of our work and an exciting time to join the team.

**Sandbach High School and Sixth Form College is committed to the safeguarding and promoting the welfare of children and young people and we expect all our employees and volunteers to share this commitment.  This post is exempt under the Rehabilitation of Offenders Act 1974 and the successful candidate will be subject to an enhanced check by the “Disclosure and Barring Service” along with other stringent vetting and induction processes.**

Application forms can be accessed from www.sandbachhigh.co.uk

**Job Description Specialist SEMH Learning Support Assistant (Including Intervention).**

To support the engagement and progress of students with a range of needs in the classroom environment, primarily supporting those with SEMH. This role includes leading SEMH interventions with support from the SEND Leadership Team.

To work as part of the school team and support the SEND Leadership Team with a focus on SEMH intervention and in-class support.

**Responsible to:** Assistant Headteacher/ SEND Leadership Team

**Main Responsibilities:**

* To be proactive in the classroom environment using a range of strategies to support students understanding, working with teaching staff and specialist advice collaboratively, to ensure students’ progress towards learning objectives and learning targets are achieved.
* To plan and deliver one to one or small group emotional literacy interventions using a range of engaging activities to support SEMH SEND students.
* To implement and evaluate the impact of interventions you are leading and/or have oversight of.
* To provide in-class support for identified EHCP students with a focus on students SEMH needs.
* To contribute to and/or write pupil passports for key students you are working with.
* Provide support for teaching staff to aid the strategies they implement in the classroom.
* Provide support to meet the needs of individual students with specific medical conditions, including personal care.
* To be a SEND Keyworker for allocated students and families.
* Observe and monitor students’ progress, both academically and socially, to provide accurate assessments of progress and provide appropriate feedback to teaching staff on successes and areas of development to aid the pupils learning and access.
* Support the activities of individuals and groups of students to ensure their safety and wellbeing in accordance with the school’s managing behaviour strategies and policies.
* To provide written progress reports for students you are working with and contribute and attend SEND support plan, parent and multi-agency meetings if required.
* To take a role in leading supervision of “The Bridge” as timetabled by the Lead Learning Support Assistant.
* To contribute to the supervision of students through duties.
* To contribute to the delivery of exam access arrangements supporting our students with SEND.
* Attend whole staff and other meetings; participate in staff development training and Continuing Professional Development opportunities; and to engage in staff reviews as required.

This job description will be reviewed where necessary and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks; it sets out the expectations of the school in relation to the post holder’s professional responsibilities and duties.

**Person Specification**

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|  |  | **Essential** |  | **Desirable** | **How**  **identified** |
| **Qualifications and Training** | • • | * Have achieved nationally recognised qualification at level 2 or above in English/Literacy and Mathematics/Numeracy. * Educated to NVQ Level 2 in a relevant area |  | * Educated to A Level / NVQ level 3 in a relevant area * Qualified ELSA (Emotional Literacy Support Assistant) or specific interventions. | Application |
| **Relevant Experience** | •  • | * Recent successful experience working with students of relevant learning age in a learning environment with SEMH needs. * Knowledge of various SEND and how they impact young people. |  | Background or experience of delivering emotional literacy interventions. | Application  References  Interview |
| **Skills and Knowledge** | •   * •   •   * • •   • | * Have knowledge of Child Protection, Health and Safety and care legislation * Working knowledge of relevant policies, code of practice and legislation * Good understanding of child development and learning processes * Good understanding of statutory frameworks, relevant to teaching and education * Understand classroom roles and responsibilities and your own role within this * To be able to contribute effectively to personalised provision by taking practical account of diversity * Able to support teaching staff effectively with strategies which best support our individual pupils and those with additional needs * Good communication skills. * Use of ICT and be able to use effectively in the learning environment |  | * Sufficient understanding of how best to support and work alongside students with a variety of learning and care needs and continuing professional development, implementing practice and knowledge through self-evaluation and learning from others, to deliver a high standard of support | Application  References  Interview |
| **Personal**  **Qualities** | •  • • •  • | * Ability to relate well to students and staff * To be able to work as part of a team and build positive relationships. * An ability to take initiative and seek advice where appropriate. * Commitment to safeguarding and promoting the welfare of children and young people. * A commitment to continue own personal development. | • | A reasoned educational philosophy commensurate with the school’s ethos and values.  A calm, caring proactive individual who wants to be part of the next phase of our development. | References Interview |

**THE REHABILITATION OF OFFENDERS ACT**

The Rehabilitation of Offenders Act allows for a person who has been convicted of a criminal offence involving a sentence of not more than 2½ years imprisonment and who has since lived trouble free for a specified period of time (related to the severity of the offence) to be treated as if the offence, conviction or sentence had never occurred. This is known as a spent conviction.\* This job is one of those to which the provisions of the above Act in relation to spent convictions\*, **do not apply**. Applicants **must therefore disclose** whether they have any previous convictions\*, whether or not they are spent.

Should an applicant have a criminal conviction\*, this will be discussed in confidence at interview. However only convictions\* that are relevant to the job in question will be taken into account. Failure to disclose any conviction could lead to an application being rejected, or, if appointed, may lead later to dismissal.

Certain spent convictions\* are ‘protected’ and are not subject to disclosure to employers, and cannot be taken into account by a recruitment manager. Guidance and criteria on the filtering of these convictions\* can be found at the following link:

<http://www.legislation.gov.uk/uksi/2013/1198/pdfs/uksi_20131198_en.pdf>

\*including cautions, reprimands or warnings.

People who have convictions will be treated fairly and given every opportunity to establish their suitability for the job, all applicants will be considered on merit and ability.

Any information that you give will be kept in strict confidence and will be used only in respect of your application for the job.

**DISCLOSURE & BARRING SERVICE (DBS)**

Successful applicants will be asked to apply for an Enhanced Criminal Record Check (Disclosure) from the Disclosure and Barring service.

A copy of the Disclosure and Barring Service Code of Practice is available on request.

Further information about the Disclosure scheme can be found at <https://www.gov.uk/government/organisations/disclosure-and-barring-service>

**SAFEGUARDING CHILDREN**

Sandbach High School and Sixth Form College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## All staff at Sandbach High School and Sixth Form College are expected:

* To adhere to the school’s corporate standards, policies, systems and procedures in relation to Safeguarding and Child Protection, and health and safety
* To set a personal example that contributes to the positive ethos of the school
* To be committed to the life of the school and to support its distinctive mission and ethos
* To behave at all times in accordance with the school’s values
* To agree annual performance targets with their Line Manager
* To promote the school favourably in the community
* To engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term.
* To participate in training and other professional development learning activities as required.
* To promote equal opportunities and celebrate diversity in all aspects of the school.
* To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
* To adhere to the school’s Staff Code of Conduct and the Dress Presentation Code.
* To comply with the school’s Health and Safety policy and undertake risk assessments as appropriate.
* To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance ‘Keeping Children Safe in Education’ and the school’s Safeguarding/Child Protection policies.
* To be aware of and comply with all school policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

**Safeguarding**

* Sandbach High School and Sixth Form College is committed to keeping children, young people and vulnerable adults safe. The post holder is responsible for promoting and safeguarding the welfare of the children, young people and vulnerable adults for whom she/he is responsible or comes into contact with.

**Health & Safety**

* The post holder will be responsible for his/her own health and safety. All duties and responsibilities must be carried out in line with the specific requirements detailed in the school Health and Safety policies.

**Policies & Procedures**

* The post holder will be accountable for ensuring that he/she is aware of relevant school policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

**Equality Act 2010**

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

We will consider any reasonable adjustments under the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post

Applications

Visits to the school, and informal enquiries, prior to application, are warmly welcomed please contact Helen Hulse, School Business Manager, on 01270 765031 to discuss or email [hhulse@sandbachhigh.co.uk](mailto:hhulse@sandbachhigh.co.uk)

To apply for this post, please complete an application form with a supporting statement of no more than two sides of A4 on your suitability for the post and the school.

Thank you for your interest in our school.

We look forward to receiving your application.

All applications should be emailed to [recruitment@sandbachhigh.co.uk](mailto:recruitment@sandbachhigh.co.uk)

