

Recruitment Information Pack

Teaching Support Practitioner

William Henry Specialist College



'Becoming the Best you can be'



William Henry Smith
School and Sixth Form



William Henry Smith
Specialist College



William Henry Smith
Therapeutic Children's Home



William Henry Smith
Specialist Service

William Henry Smith Foundation

The William Henry Smith Foundation is a not-for-profit registered charity committed to transforming lives and breaking down barriers, empowering every individual to reach their full potential. The Foundation exists to improve outcomes for children and young adults who experience social, emotional and mental health (SEMH) challenges, providing outstanding provision through high-quality working, living and learning environments.

Everything the Foundation does is rooted in strong, trusting relationships and a psychologically and trauma-informed approach. By placing care, compassion and consistency at the centre of its work, the Foundation creates safe and supportive environments where children and young adults feel valued, understood and able to engage, grow and thrive.

At the heart of the Foundation's work is a holistic, personalised approach that recognises each individual's unique strengths, needs and aspirations. Through tailored support and nurturing environments, the Foundation enriches the lives of children and young adults, while also supporting their families, its people and the wider community. This approach ensures that everyone feels safe, valued and a deep sense of belonging.

Working closely with Local Authorities, partners, schools and community organisations, the William Henry Smith Foundation delivers outstanding education, care and therapeutic services that create lasting and meaningful impact. With a strong commitment to excellence, inclusion and wellbeing, the Foundation continues to champion positive change and build stronger, more resilient communities.



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William Henry Smith School & Sixth Form is an outstanding day and residential special school for boys aged 5–19 with SEMH needs. Through a psychologically and trauma-informed, relationship-based approach, the school provides a safe, structured environment where pupils develop a strong sense of belonging and are supported to thrive academically, socially and emotionally. High expectations, personalised support and strong partnerships ensure every young person is empowered to overcome barriers and prepare confidently for the future



William Henry Smith Therapeutic Children's Home provides a safe, nurturing, psychologically and trauma-informed residential environment for children and young adults with complex social, emotional and mental health (SEMH) needs. Grounded in strong, trusting relationships, the home offers personalised therapeutic care that promotes stability, belonging and emotional wellbeing. Through consistency, understanding and high-quality support, children and young people are empowered to develop resilience and build positive futures.



William Henry Smith Specialist College provides a safe, structured and nurturing environment where young people aged 16 – 25 develop a strong sense of belonging and are supported to achieve meaningful academic, vocational and personal outcomes. Through personalised pathways, high expectations and psychologically and trauma-informed, relationship-based approach, the College prepares students for adulthood, further education, employment and independent living.



William Henry Smith Specialist Services works in collaboration with a wide range of organisations to strengthen provision and improve outcomes for children and young adults with social, emotional and mental health (SEMH) needs. We provide bespoke training, consultancy and specialist guidance to schools, settings and services, supporting the development of psychologically and trauma-informed practice, inclusive cultures and effective systems of support. Our work is underpinned by strong values, social responsibility and a commitment to sharing effective practice. We actively contribute to research, publications and professional learning and regularly present at national conferences and professional forums. Through national networks such as NASS, NATSPEC and Engage, we extend our reach and impact, offering targeted support that strengthens education and social care provision locally, regionally and nationally



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Mission Statement

To champion a Holistic and tailored approach, enriching the lives of children and young adults, their families, our people, and the wider community



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CEO Welcome

As CEO and Executive Principal of the William Henry Smith Foundation, encompassing William Henry Smith School & Sixth Form, William Henry Smith Specialist College, and William Henry Smith Therapeutic Children's Home, I am deeply committed to transforming the lives of children and young adults. Our Foundation is a vibrant, multi-site community delivering high-quality education, care, health, and therapeutic support. Everything we do is rooted in strong relationships and a trauma-informed approach. We look beyond presenting behaviours, prioritising safety, trust, compassion, and emotional well-being so that every child and young adult feels understood, valued, and able to flourish.

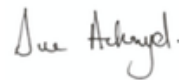


My career began in 1987 in residential care, where I discovered a profound sense of purpose, one that has shaped and sustained my leadership for nearly four decades. Since then, I have progressed through a breadth of senior roles across both care and education, including Deputy Principal, Principal, and now CEO and Executive Principal. Throughout my journey, I have held fast to the belief that education is a transformative force: a pathway to resilience, belonging, and opportunity. This belief continues to guide my commitment to creating environments where children and young adults experience not only learning, but connection, trust, and authentic understanding.

I am a leader who values authenticity, continuous learning, and the courage found in vulnerability. At the William Henry Smith Foundation, we strive for excellence not only for our students, but also for our staff, families, and wider community. We are dedicated to sharing learning, strengthening professional practice, and leading positive change, locally and nationally, so that more children and young adults benefit from environments built on relational safety and neuro-affirming practice.

Beyond my professional life, I am married, a proud mother of two sons, and a devoted grandmother. Fitness and martial arts play an important role in my own well-being: I train regularly in strength and Olympic lifting, speed and agility work, and kickboxing, and I am currently working towards my black belt. This journey strengthens my discipline, resilience, and focus – qualities I bring into my leadership every day.

I believe in what I call work-life brilliance: continually learning, reflecting, and growing while inspiring others to do the same. My leadership is grounded in compassion, resilience, and authenticity, and I hope to encourage others to embrace these values in their own professional and personal journeys.



Sue Ackroyd
CEO



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Safeguarding

The William Henry Smith Foundation is committed to safeguarding and promoting the welfare of children and adults and expects all staff to share this commitment. The foundation has effective child and adult protection policies which provide clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. Our recruitment process aims to create and maintain a safe workforce and contains robust vetting procedures. The successful applicant will be appointed subject to references and enhanced DBS check (this is a position working in regulated activity). The successful candidate will be subject to a rigorous safer recruitment process and must adhere to a strict code of conduct regarding behaviour at all times. Shortlisted candidates will be subject to online searches in accordance with KCSIE. The Foundation is also committed to promoting the spiritual, moral, social and cultural development of both students and staff and reflects life in Modern Britain.



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Our Core Values

Our Vision

To transform lives and break down barriers, empowering every individual to reach their fullest potential.

Our Mission

To champion a holistic and tailored approach, enriching the lives of children and young adults, their families, our people, and the wider community.

Unwavering integrity

We lead with honesty, purpose, and an unshakeable belief in what we do.

We hold ourselves to the highest standards, always keep our word, and work hard to earn trust from the children, young adults, families, and people we serve, leaving a lasting mark that extends beyond the classroom.

Close collaboration

It takes a village to raise a child, and that village starts with us. We're a team of listeners, collaborators, and supporters who adopt a curious and compassionate approach, building trusting relationships with local authorities, families, children and young adults, and our people.

By understanding backgrounds, behaviours and lifelong ambitions, we strive to build individualised pathways that are guided, encouraged, and nurtured by specialists.

Compassionate curiosity

Every person's story is unique, and we take the time to understand it. We ask why and dig deeper to uncover the bigger picture. With open arms and open minds, we foster safe and nurturing spaces where children, young adults, families, and communities feel fully supported. We listen without prejudice and respond with care, helping people rewrite difficult chapters into stories of growth, resilience, and limitless possibilities.

Empowering community

We are a thriving village where every voice matters, and everyone is valued. By embracing diversity in all its forms, we foster an enriching environment where individuals feel seen, heard, and supported around the clock. This applies to families, communities, and our people as well as children and young adults, with a deep sense of belonging echoing throughout everything we do.

Visionary thinking

We know that to inspire others, we must feel inspired ourselves. That's why we set the highest standards. We lead by example, role modelling behaviours that help shape those around us. With enthusiasm, optimism, and unwavering belief in children, young adults, and our people, we nurture an environment where everyone is empowered to surpass what they thought possible. Our shared purpose, expert knowledge, and passion for progress drive us to build something even bigger than ourselves.



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William Henry Specialist College

The William Henry Smith Specialist College is for young adults who have additional social, emotional and mental health needs and prepares them for adult life and facilitates their transition into further education, training or employment. We provide care, education, health, and therapy through the delivery of proactive, creative, and person-first responsive practice steeped in trauma specialism. We provide a nurturing and optimistic place of belonging and safety. The 'two hands' of caregiving help young adults to thrive, building relationships and connecting through warm, affectionate interactions that follow their interests and strengths, provide appropriate experiences and activities, and communicate the supervision, structure and boundaries that young adults need to feel safe and secure. We work hard to help our young adults to 'Become the Best they can be', teaching our learners that anything is possible, supporting them to achieve their dreams and an enhanced quality of life, developing their interests, skills, and talents, and shaping experiences that create cherished memories. Learner Provision and Pathways All learners have an EHCP and are funded through their Local Authority for a three year period. The College provides day provision for 30 learners aged 16-25. Learners study on programmes that are appropriate to their personal learning needs and all learners follow a completely bespoke pathway. All pathways include the 'Preparation for Adulthood' framework.



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Teaching Support Practitioner

As a Teaching Support Practitioner, you will support learners with SEMH and associated SEND to feel safe, engage in learning, achieve their potential and become increasingly independent. Working under the direction of teachers and tutors, you will help make the curriculum accessible through targeted interventions, agreed support strategies and positive relationships with learners and families.

You will contribute to learners' learning, wellbeing and personal development, working closely with teachers, therapists and other professionals to deliver consistent support and promote positive outcomes. The teacher retains responsibility for curriculum planning, teaching and assessment, while you implement agreed provision and contribute observations and evidence of progress.



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JOB DESCRIPTION

Post: Teaching Support Practitioner

Contract: Permanent, Term-time only, 35 hours per week

Salary: NJC Scale 12 – 18 dependent on experience and qualifications.

Responsible to: College Curriculum, Teaching and Learning Lead

Your Main Responsibilities:

Support Teaching, Learning and Student Development

- Deliver targeted interventions and agreed support programmes for individuals and small groups.
- Support learners to access learning, achieve agreed outcomes and develop independence.
- Adapt support strategies within agreed frameworks to maximise engagement and progress.
- Promote communication, confidence, resilience and positive participation across college life.
- Support learners to generalise learning and positive behaviours across different environments.

Promote Positive Behaviour, Regulation and Wellbeing

- Implement Positive Behaviour Support plans and agreed therapeutic approaches.
- Build positive relationships that support engagement, belonging and success.
- Use preventative, co-regulatory and de-escalation strategies to support emotional regulation.
- Support learners to develop communication, social, emotional and problem-solving skills.
- Maintain safe, consistent boundaries and contribute to a positive learning environment.

Observation, Assessment and Student Planning

- Observe learning, wellbeing and behaviour, maintaining accurate records.
- Contribute to the assess, plan, do, review cycle, One Plans and annual reviews.
- Monitor progress and intervention impact, sharing observations and recommendations appropriately.
- Identify and escalate concerns, risks or changes in need.
- Contribute to planning and review discussions with colleagues and families



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Keyworking and Collaborative Working

- Act as Keyworker for allocated learners, maintaining positive professional relationships with learners and families.
- Contribute to review meetings, transition planning and preparation for adulthood.
- Work closely with teachers, therapists and other professionals to provide coordinated support.
- Share information appropriately to promote consistent approaches and positive outcomes.
- Model effective practice and contribute positively to team working.

Learning Environment and Resources

- Prepare and maintain safe, organised and accessible learning environments.
- Ensure resources are used safely, effectively and in line with agreed procedures.
- Support learning across classrooms, community settings, educational visits and enrichment activities.

Professional Responsibilities

- Safeguard and promote the welfare of learners at all times.
- Follow Foundation policies, procedures and professional standards.
- Maintain confidentiality, accurate records and appropriate professional boundaries.
- Participate in supervision, training and professional development.
- Recognise the limits of the role and seek support, guidance or escalation when required.

You will be able to:

- Deliver targeted interventions and learning support effectively.
- Adapt support within agreed plans and professional boundaries.
- Build positive relationships with learners and families.
- Observe, record and communicate information accurately.
- Support learners with complex emotional, behavioural and learning needs.
- Work effectively within a multidisciplinary team.
- Use professional judgement appropriately and know when to seek guidance.
- Promote independence, participation and positive outcomes for learners



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Living Our Values

- Compassionate Curiosity: You seek to understand the needs behind behaviour, showing patience, empathy and responsiveness to help learners feel valued and succeed.
- Close Collaboration: You work effectively with colleagues, families and professionals, contributing to a consistent and coordinated approach to support.
- Empowering Community: You promote inclusion, confidence and independence, helping learners develop the skills and resilience to thrive.
- Unwavering Integrity: You act with honesty, professionalism and accountability, following procedures and always prioritising student welfare and safety.
- Visionary Thinking: You maintain high expectations, embrace learning and improvement, and support learners to achieve positive outcomes and future success.

Other Specific Requirements

- To participate in the Foundation's programme of performance management.
- Understand their professional responsibilities in relation to the Foundation's policies and practices.
- To participate in whole Foundation training days.
- To participate in the Specialist College's annual holiday experience (possibly residential).
- To ensure your Essential Training/Reading is kept up to date as well as any CPD relevant to the role.
- To work across all Foundation sites as and when required by line management.
- To undertake such other duties appropriate to the post as may from time to time be required to ensure the smooth and efficient running of the Foundation.



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Working Conditions

The role is based within a specialist SEMH college provision and involves regular direct work with young people and young adults. Duties include frequent movement between classrooms, intervention spaces and outdoor learning environments, sustained concentration, record keeping, and working collaboratively with colleagues, families and professionals.

The role may involve:

- Lone working.
- Display Screen Equipment (DSE) use.
- Lifting and carrying equipment or supporting individuals (up to 10kg).
- Supporting learners with a range of social, emotional and behavioural needs.
- Responding calmly to emotional distress, dysregulation and challenging behaviour, including verbal or physical aggression.
- The use of approved physical behaviour management techniques (PRICE trained).
- Exposure to biological hazards, including blood and bodily fluids, and occasional food handling activities.
- Balancing competing priorities and adapting support in response to changing circumstances.

The role regularly involves exposure to emotionally demanding situations and requires resilience, patience, sound professional judgement and emotional consistency. You will be expected to work with greater independence whilst remaining within agreed intervention plans, professional boundaries and established procedures.



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PERSON SPECIFICATION

A – Application

I – Interview

R – References

E – Essential Criteria D – Desirable Criteria

Education/Qualifications/Training	E	D	A/I/R
Level 2 English and mathematics, or an equivalent demonstrable standard, sufficient to support learning and produce accurate professional records	/		A
Relevant learning-support qualification, or equivalent relevant experience with commitment to completing agreed role training	/		A/I
Full UK Driving Licence	/		A
Level 3 qualification in supporting teaching and learning		/	A/I/R
Specialist SEMH or SEND experience		/	A/I/R
Training in Positive Behaviour Support, communication support or structured interventions		/	A
Familiarity with the Foundation's recording systems including Bromcom, CPoms, Evidence for Learning and OnePlan		/	A/I
Experience	E	D	A/I/R
Experience supporting young people or adults in further education, specialist education, care, youth work or another relevant setting, with examples of building professional relationships and helping them make progress	/		A/I/R
Experience of Keyworking and EHC reviews		/	A/I/R

Special Knowledge & Skills	E	D	A/I/R
Understand how SEMH needs and associated communication, sensory or learning differences can affect participation. Recognise individual variation and avoid deficit-based assumptions	/		I
Understand safeguarding responsibilities, reporting routes and professional boundaries	/		I
Understand the support practitioner's relationship with the teacher or tutor and SENDCo, the purpose of EHC plans, reasonable adjustments and the principles of the SEND Code of Practice	/		I
Understand the purpose of the Foundation's Specialist Universal Offer and the practitioner's role in supporting its consistent implementation	/		I
Develop working knowledge of the SEND Code of Practice, relevant Children and Families Act 2014 provisions and Equality Act 2010 duties. Apply them through agreed plans and Specialist College procedures; seek advice from the SENDCo when uncertain	/		I
Develop an informed understanding of how adversity, trauma and relational experiences may affect learning, communication, regulation and behaviour. Apply agreed strategies without making assumptions about an individual student's experiences or needs.	/		I
Attributes, Skills and Abilities	E	D	A/I/R
Support learning through clear communication, questioning, modelling and carefully reduced scaffolding in line with the Foundations Independence Strategy.	/		I/R
Apply agreed communication, sensory, regulation and environmental strategies following relevant training and professional guidance	/		I/R
Contribute effectively to high-quality specialist teaching and learning through appropriate scaffolding, communication support, environmental adaptation and the careful promotion of independence	/		I/R
Use calm, consistent approaches to distress and behaviour; recognise when to seek support	/		I/R
Communicate respectfully with students, families and colleagues. Record observations objectively, use basic digital systems and manage confidential information appropriately	/		A/I/R

Personal Qualities	E	D	A/I/R
Warmth with boundaries: listens attentively, respects dignity and maintains professional relationships; does not seek dependence, favouritism or personal loyalty from students	/		I/R
Ambition with patience: believes students can learn, sustains effort through setbacks and notices small steps without accepting avoidably low expectations.	/		I/R
Reliability and initiative: prepares, follows through, completes records and acts within agreed authority; seeks clarification and help rather than leaving concerns unresolved.	/		I/R
Integrity and reflection: reports mistakes, accepts challenge, considers the impact of personal behaviour and demonstrates how feedback has improved practice.	/		I/R
Team commitment: shares information, values other disciplines and follows coordinated plans. Challenges discriminatory or unsafe practice through appropriate routes.	/		I/R
Model the Foundation values of Close Collaboration, Compassionate Curiosity, Unwavering Integrity, Visionary Thinking and Empowering Community through everyday practice.	/		I/R



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APPLICATION INFORMATION

Visits to the William Henry Smith Foundation are highly recommended prior to making an application.

For further information on this post or to arrange a visit, please contact the HR Department on email HR@whsfoundation.org.uk or telephone 01484 710 123 option 4

All our roles are by application via SAM Recruit, our recruitment portal – we do not accept CVs

When completing your application, you must refer carefully to the Job Description and Person Specification. Please ensure that you fully complete all sections of the application form and clearly demonstrate how you meet each of the essential criteria outlined in the Person Specification.

Shortlisting decisions are based solely on the information you provide in your application form. It is therefore important that you give specific examples and evidence to show how your skills, knowledge, and experience meet the requirements of the role. Applications that do not clearly address all essential criteria may not be considered for shortlisting.

Please apply by visiting our vacancies page: [Our Vacancies](#)

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



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