

Job Title	Teaching Assistant (SEMH Specialist)
Date	September 2026
Department	Ackworth School
Line management	NA
Reports to	SENDCo
Responsible for	Supporting teaching, learning and pupil development across Ackworth School or working 1:1 with an allocated pupil
Location	Ackworth School
Salary Information	£19,884.15

Purpose of the Role

The Teaching Assistant (SEMH Specialist) role supports the delivery of high-quality teaching and learning across the Senior School, working specifically with students from our BRIDGE provision, enabling them to access the curriculum, develop independence, and make strong academic and personal progress.

The role focuses on removing barriers to learning, particularly for pupils with additional needs, by providing structured, targeted support within lessons and through small-group or individual interventions. The Teaching Assistant (SEMH Specialist) plays a key role in promoting independent learning, resilience and engagement, preparing pupils for future study and adulthood.

Departmental Information

The senior school at Ackworth provides a broad and ambitious curriculum across Key Stages 3–5. Teaching is characterised by high expectations,

subject specialism and academic challenge, supported by inclusive practices that enable all pupils to succeed.

Teaching Assistants at Ackworth work in a team with the SENDCo, this role is specifically part of the BRIDGE and will work alongside the Engagement Lead. They work closely with subject teachers and pastoral staff to ensure that pupils, particularly those with SEND, are supported to access learning independently and confidently across a range of subjects.

Main tasks and responsibilities

Supporting Teaching and Learning

- Support pupils in accessing subject-specific learning across a range of curriculum areas.
- Provide targeted in-class support, ensuring pupils remain engaged and understand key concepts.
- Deliver small-group and 1:1 interventions, particularly in literacy, numeracy and study skills.
- Use scaffolding, questioning and modelling to promote independence rather than reliance.
- Support pupils to organise their work, manage tasks and develop effective learning habits.

Supporting Inclusion and Engagement

- Support pupils with additional needs (e.g. SEND, SEMH, literacy difficulties) to access mainstream lessons.
- Help implement individual support strategies, including those outlined in EHCPs or support plans.
- Encourage pupils to develop self-advocacy and independence, rather than over-reliance on adult support.
- Work closely with teachers and the SENDCo to ensure appropriate adjustments are consistently applied.

Pupil Development and Wellbeing

- Support pupils' emotional wellbeing, particularly those experiencing anxiety, disengagement or barriers to learning.
- Promote positive behaviour through consistent expectations and calm, professional interactions.
- Build positive relationships with pupils that support confidence, resilience and motivation.

- Respond appropriately to pastoral concerns, reporting to relevant staff where needed.

Organisation and Study Skills

- Support pupils in developing essential organisation and study skills, including:
- managing time and deadlines
- organising equipment and notes
- preparing for assessments and exams
- Help pupils develop strategies for independent revision and learning.

Assessment and Feedback

- Observe and monitor pupil engagement, progress and barriers to learning.
- Provide regular feedback to teachers to inform planning and support strategies.
- Support pupils in understanding feedback and next steps in their learning.
- Contribute to tracking progress where appropriate.

Wider School Contribution

- Work closely with the SENDCo, teachers, Learning and Development Centre staff and pastoral teams to provide a joined-up approach.
- Contribute to discussions about pupil progress and support strategies.
- Support supply or flexibility needs across departments where required.
- Supervise pupils during transitions, break times or duties as required.
- Support school trips, visits and enrichment activities.
- Contribute to the wider life of the school community where appropriate.

Person Specification

Essential

- Relevant Level 3 qualification or equivalent experience in an educational setting.

Desirable

- Additional training in SEND, literacy, numeracy or child development.

- Additional SEMH knowledge, skills and understanding or a willingness to work towards it.

Experience, Knowledge and Skills

Experience

- Experience working with young people in an educational or care setting.
- Supporting learning and development in a structured environment.
- Experience supporting pupils with additional needs.

Knowledge and Skills

- Understanding of child development and learning needs.
- Ability to support subject-based learning across different disciplines.
- Strong communication and interpersonal skills.
- Ability to build positive relationships with pupils, staff and families.
- Confidence in supporting literacy and numeracy development.
- Ability to follow direction while also using initiative appropriately.

Personal attributes

- Patient, calm and supportive.
- Positive, flexible and solution-focused.
- Strong team player who contributes to a collaborative environment.
- Committed to supporting all pupils to succeed.
- Aligned to Ackworth's Quaker ethos and inclusive values.

Safeguarding, Health & Safety and Equalities

Ackworth School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. The postholder must follow Keeping Children Safe in Education (KCSIE), the school's Safeguarding, Health & Safety, Data Protection and Equalities policies, and complete all required training and checks.

Notes

This job description outlines the main duties and responsibilities and is not exhaustive. Duties may be amended to reflect evolving needs of the school and Teaching & Learning strategy. Job descriptions may be subject to review from time to time and can be altered or amended to meet the changing requirements of the School. They are not designed to limit the extent of the role but instead to outline the main tasks and responsibilities.