



Charlton Wood Primary Academy
A member of Amplify Education

BG8 SEMH SEND Teaching Partner

Application Pack
September 2026



Advertisement - BG8 SEMH Teaching Partner - SEND

Hours: 34 hours per week, Monday to Friday, 08.30-15.30, term time and INSETs. One day (Wednesday) 08.30-17.00

Salary: BG8

Place of work: Charlton Wood Primary Academy

Contract: Permanent (Term time only & Inset days)

Closing date: Monday 28th September 2026

Interviews: Monday 5th October 2026

Start date: ASAP

Charlton Wood Primary Academy are looking to appoint a dedicated and compassionate SEMH Teaching Partner to support children across the school to regulate, succeed and flourish.

The successful candidate will work with children who have social, emotional and mental health (SEMH) needs, helping to remove barriers to learning and enabling pupils to access a rich curriculum while thriving socially and emotionally. This is a rewarding opportunity to make a genuine difference to children's lives every day.

The role will include a mixture of class-based support, small group interventions and targeted 1:1 work. Working under the direction of the Assistant Headteacher (Pastoral) and class teachers, the successful applicant will deliver high-quality, evidence-informed SEMH support, behaviour regulation strategies and pastoral interventions.

Your daily routine could involve:

- Delivering SEMH interventions to individuals and small groups.
- Supporting children to regulate emotions and manage behaviour successfully.
- Leading and supporting our pastoral breakfast club.
- Meeting and greeting children at the start of the school day.
- Supporting pupils throughout lessons, breaktimes and lunchtimes.
- Using trauma-informed and evidence-informed approaches to support emotional wellbeing.
- Working 1:1 with pupils who require additional SEMH support to access learning.
- Supporting positive social interactions and friendships in classrooms and playgrounds.
- Recording safeguarding, behaviour and pastoral information accurately.
- Liaising with teachers, parents and external professionals to ensure consistent support.
- Contributing to behaviour plans, risk assessments and review meetings.
- Sharing successes, concerns and next steps with colleagues to support pupil progress.
- Taking an active interest in the welfare, wellbeing and development of children.
- Promoting positive behaviour, resilience and inclusion across the school.

We are looking for someone who:

- Has experience supporting children with SEMH needs in a school or similar setting.
- Demonstrates empathy, patience, resilience and strong relationship-building skills.
- Has high expectations of all children and themselves.
- Is committed to improving outcomes for vulnerable pupils.
- Uses positive behaviour management and de-escalation strategies effectively.
- Can work collaboratively with staff, families and external agencies.
- Maintains accurate records and understands safeguarding responsibilities.
- Has a positive attitude and flexible approach to work.
- Is organised, reliable and committed to inclusion.
- Relevant professional qualifications or specialist SEMH training would be advantageous.

We can offer the right candidates:

- Term time hours, 5 days per week (plus INSET days).
- One extended day each week until 5.00pm for CPD and professional learning.
- A supportive and values-driven school community.
- High-quality CPD in SEMH, behaviour management, safeguarding and pastoral practice.
- Mentoring and support from senior leaders.
- Opportunities to develop specialist pastoral expertise.
- Competitive rates of pay and pension scheme.
- Free access to our Employee Assistance Programme.
- Opportunities for career progression within the Trust.
- The chance to make a direct impact on improving outcomes for children with SEND and SEMH needs.

This role may be suitable for those who have experience supporting children with SEMH needs through their work, volunteering or personal experiences. Please see the person specification for the full expectations of the successful applicant.

Guidance for Applicants

Please note that CVs will not be considered.

Look carefully at the job description and person specification before applying for this role.

Ensure that you cross-reference the person specification throughout your application with examples of where you have fulfilled aspects of the job description and the impact it had.

Please complete all sections of the application form as thoroughly as possible.

Ensure that you put details of referees. If you have concerns about the suitability of a referee, please contact the recruiter directly.

Amplify Education is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS disclosure.

Job Description - BG8 SEMH Teaching Partner - SEND

Main Purpose of the Role

The SEMH (Social, Emotional and Mental Health) Teaching Partner will provide specialist support to children with SEMH needs across Charlton Wood Primary Academy. Working under the direction of the Assistant Headteacher (Pastoral) and class teachers, the post-holder will deliver high-quality, evidence-informed SEMH interventions, assist with behaviour regulation, support whole-school pastoral provision (including a pastoral breakfast club), and contribute to a safe, inclusive learning environment aligned with the school's vision and values.

The role is pivotal in:

- Improving children's ability to access learning by reducing barriers created by social, emotional and mental health needs.
- Supporting the school's commitment to inclusion, high expectations and positive relationships so that every child can thrive academically and socially.
- Working collaboratively with staff, parents and external professionals to secure consistent, effective support that reflects the school's values.

Key Responsibilities and Duties

Core Teaching Assistant Responsibilities

- Carry out the normal duties of a teaching assistant (classroom support, small group work, resource preparation, supervising learning activities) in line with school policies and teacher plans.
- Support class teachers in implementing the curriculum and adapting activities to meet the needs of individual children.

SEMH-Specific Support and Interventions

- Support children with SEMH needs on a 1:1, small-group and whole-class basis, using strategies agreed with the AHT (Pastoral) and class teachers.
- Plan and lead SEMH interventions as directed by the AHT (Pastoral), including targeted programmes and the pastoral breakfast club.
- Implement strategies to help children regulate emotions and behaviour in the classroom and across the school (corridor, playground, lunchtime).
- Share and model de-escalation, self-regulation and coping strategies with children and other key adults.

Behaviour, Risk Management and Documentation

- Support teachers with updating and maintaining individual behaviour plans, risk assessments and agreed strategies; ensure consistency across settings.
- Complete safeguarding and behaviour records promptly and accurately (e.g., CPOMs or school system); report concerns immediately to the DSL/AHT as required.
- Input into annual reviews, EHAPs (Early Help Action Plans), referrals and other statutory or multi-agency documentation as required.

Pastoral and Community Engagement

- Carry out lunchtime and breaktime duties with a focus on promoting positive social interaction and safe play.
- Work with parents and carers as directed (feedback, meetings, home-school support) to build consistent approaches to SEMH support.
- Liaise with and share effective strategies with other key adults supporting the child (teaching assistants, teachers, external therapists).

Organisation and Professional Practice

- Follow the timetable and priorities as directed by the Pastoral Manager / AHT (Pastoral).
- Attend and actively participate in relevant meetings, review meetings and multi-disciplinary planning sessions.
- Maintain confidentiality, professional boundaries and up-to-date records in line with school policy.

Additional Duties

- Attend required CPD and undertake training relevant to SEMH and pastoral practice.
- Provide cover and support for colleagues when necessary and as directed.
- Contribute positively to whole-school ethos, events and development priorities.

Skills and Competencies

- Demonstrable experience working with children with SEMH needs in a primary setting or similar environment.
- Strong interpersonal skills: empathy, patience, resilience and the ability to build trusting relationships with children, families and staff.
- Knowledge of behaviour management approaches, trauma-informed practice, de-escalation and emotion regulation strategies appropriate for primary-aged children.
- Ability to plan, deliver and evaluate targeted interventions and small-group programmes under guidance from senior leaders.
- Competence in completing safeguarding records, risk assessments, behaviour plans and contributing to statutory documentation (EHAPs, referrals, annual reviews).
- Good written and verbal communication skills; able to liaise effectively with parents, teachers and external professionals.
- Organisational skills: ability to follow timetables, manage caseloads, and maintain accurate records.

- Teamwork: willingness to share strategies, mentor peers and collaborate within a multi-disciplinary team.
- Basic IT skills for record-keeping, communication and accessing training materials.
- Cultural sensitivity and awareness of working in a diverse school community (EAL 30%, varying socioeconomic backgrounds).
- Commitment to the school's vision and values, promoting inclusion, high expectations and positive relationships.

Professional Development

- Access to CPD including job specific to SEMH, behaviour management, safeguarding, mental health first aid and relevant interventions as part of the school's staff development programme.
- Opportunities to work alongside and be mentored by the Assistant Headteacher (Pastoral), Pastoral Manager and other senior leaders to develop specialist pastoral skills.
- Support to undertake external accredited training where appropriate (e.g., trauma-informed practice, behaviour accreditation), subject to school approval and need.
- Participation in appraisal and performance review processes to identify development goals and progression pathways.
- Opportunities to contribute to whole-school practice, share learning with colleagues and lead small-scale training or briefings to cascade effective strategies.

Safeguarding

- Charlton Wood Primary Academy is committed to safeguarding and promoting the welfare of children. The SEMH Teaching Partner must be alert to signs of harm and follow the school's safeguarding policies and statutory guidance (e.g., Keeping Children Safe in Education).
- Specific responsibilities:
 - Act as an immediate point of contact for children in distress and follow school procedures for reporting concerns to the Designated Safeguarding Lead (DSL) / AHT.
 - Complete accurate safeguarding records and incident reports in a timely manner; attend safeguarding meetings where required.
 - Contribute to risk assessments and behaviour plans with safeguarding implications; ensure that plans are applied consistently and reviewed regularly.
 - Maintain professional boundaries and confidentiality, sharing information with appropriate colleagues and external agencies only where necessary to safeguard the child.
 - Attend relevant safeguarding training and keep knowledge up-to-date with statutory requirements and best practice.

This job description is not exhaustive and may be reviewed in discussion with the post-holder to reflect the changing needs of the school. The SEMH Teaching Partner will be expected to uphold the school's values, contribute positively to the school community and ensure all children are supported to achieve their best socially, emotionally and academically.



The governance team is committed to safeguarding and promoting the welfare of all young people and expects all staff to share that commitment. The post will be dependent on a satisfactory Disclosure & Barring Service (DBS) record check and acceptable references.

Person Specification

BG8 SEMH Teaching Partner - SEND

Category	Essential	Desirable
Qualifications & Training	• GCSE English & Maths (C/4+) or equivalent • Minimum Level 2 TA qualification or equivalent experience	• First Aid qualification (or willingness to train) • Recent safeguarding training • Phonics training (e.g., RWI, Letters & Sounds) • Team Teach training • Relevant SEMH, behaviour, safeguarding or pastoral training. • Mental Health First Aid or trauma-informed practice training.
Experience	• Experience supporting learning in a primary classroom (>6months) • Experience delivering small group or 1:1 interventions • Experience supporting behaviour and routines • Experience supporting children with social, emotional and mental health (SEMH) needs. • Experience building positive relationships with children and supporting their emotional wellbeing	• Using assessment to inform next steps • Experience in EYFS/KS1/KS2 (specify as needed) • Experience planning and delivering SEMH interventions. • Experience leading small groups or targeted support programmes. • Experience working with external agencies and multi-disciplinary teams. • Experience supporting children with EHCPs
Knowledge & Understanding	• Understanding of safeguarding and KCSIE • Understanding of children's social, emotional and mental health needs. • Knowledge of positive behaviour management strategies. • Commitment to inclusion and removing barriers to learning	• Knowledge of trauma-informed practice. • Understanding of risk assessments, behaviour plans and Early Help processes. • Knowledge of SEND Code of Practice and SEMH provision
Skills & Abilities	• Ability to build trusting relationships with children, families and staff. • Strong communication and interpersonal skills. • Ability to support children in regulating emotions and behaviour. • Ability to remain calm and resilient in challenging situations. • Ability to work effectively as part of a team. • Good organisational skills and ability to maintain accurate records.	• Ability to plan, deliver and evaluate SEMH interventions. • Ability to contribute to behaviour plans, EHAPs and annual reviews. • Ability to share effective practice and support colleagues

	• Basic IT skills for communication and record-keeping.	
Personal Qualities	• Compassionate, patient and empathetic. • Resilient and emotionally robust. • Flexible and adaptable approach to work. • Positive role model for children. • Professional, reliable and trustworthy. • High expectations of all children. • Commitment to improving outcomes for vulnerable pupils. • Commitment to safeguarding and promoting children's welfare	• Willingness to contribute to wider school life • Interest in developing specialist SEMH expertise.
Safeguarding & Conduct	• Willingness to participate in CPD and professional development. • Ability to maintain confidentiality and professional boundaries. • Commitment to the school's vision, values and inclusive ethos	• Experience working within safeguarding procedures in another setting

The governance team is committed to safeguarding and promoting the welfare of all young people and expects all staff to share that commitment. The post will be dependent on a satisfactory Disclosure & Barring Service (DBS) record check and acceptable references.

Safeguarding

The Trust's Child Protection and Safeguarding Policy applies to all adults working in or on behalf of the Trust. The policy can be found on our website: [Amplify Education - Home](#) The five main elements of our policy are to:

- ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

Safer Recruitment:

Amplify Education is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, online checks, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

How to Apply

To apply please complete:

The Amplify Education application form

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form. referees' contact details must be included. If you have any concerns about references, please contact our recruitment team on recruitment@ampedu.co.uk

A Letter of Application

Add your letter of application to the end of the application form, or attach it separately, if this is easier. The letter of application should address how you are equipped to meet the person specification, showing us where your knowledge and experience, abilities and aptitudes, values and personal qualities will support you to carry out the job description.

Interview Process

After the closing date, short listing will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application.

If you are invited to interview, please let us know prior to the interview day if we can provide any access arrangements to enable you to perform your best at interview.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.

About the School

Our School

Charlton Wood serves a new community called Charlton Hayes close to Cribbs Causeway in South Gloucestershire. We have an amazing school site, with a beautiful new building and fantastic outdoor facilities. The school is situated in the heart of the community, and we serve our community with pride. Our parents and carers are highly supportive of our school, and we value their involvement in school activities.

We are incredibly proud of the recognition from Ofsted of the hard work our staff and children put into their learning. The report is published on the school and Ofsted websites.

Our Vision: 'Every child valued, every child achieving, every child prepared for life'.

We know that there is a strong correlation between the way in which pupils engage and participate in learning and their eventual outcomes academically, socially and emotionally. For this reason, we have a collective, proactive and positive approach. We explicitly teach and deliberately practise routines and expectations to ensure that our children can engage purposefully, meaningfully and happily with learning, each other and the adults in their lives.

Our School Values

The school has four values which we expect everyone in our school community to uphold all the time – These values are part of the fabric of our school and help our children to grow and develop into confident ambitious learners who make the most of the opportunities given to them.



Please do look at our website or come and visit us if you would like to find out more about us! We warmly welcome your application.

About the Trust

Amplify Education: A Bold New Voice for Bristol

Amplify Education is the result of the merger between two highly respected organisations — Trust in Learning Academies (TiLA) and Cathedral Schools Trust (CST). This new Trust will bring together the complementary strengths, expertise, and shared values of both organisations, forming a collaborative force committed to excellence, inclusion, and innovation in education.

Our Vision

Amplify Education will be committed to transforming education in Bristol through four guiding principles:

- **A Bold Voice for Bristol:** Speaking with ambition and channelling the city's spirit into a shared journey of belief, opportunity, and citizenship.
- **Building Belief:** Ensuring every young person's voice is heard, every story matters, and every learner moves forward with confidence.
- **Expanding Opportunities:** Nurturing potential and enriching each learner's journey with a passport of inclusive, academic, creative, and musical experiences.
- **Strengthening Citizenship:** Connecting communities and educating to build unity and pride — this is Bristol, represented.

About the Trust

Amplify Education will be the largest Bristol-based multi-academy trust, serving approximately 12,000 pupils across 22 schools and covering diverse communities and geographies.

The Trust will be deeply rooted in Bristol and dedicated to serving its communities, with a focus on addressing educational challenges, promoting social mobility, and fostering unity and pride.

Amplify will work closely with local partners, families, and schools to ensure every child has access to high-quality education, creative, musical, and academic opportunities, and a strong sense of belonging.

Our Roots

TiLA is known for its expertise in working with disadvantaged pupils and families, and with children with special educational needs (SEN). Its values centre on inclusivity, social cohesion, and empowering communities through education.

CST is recognised for its school improvement record, passion for music and the creative arts, and a strong focus on empowering every child and staff member to realise their full potential. CST's reach is broad, including schools in both affluent and more challenging areas, dedicated to breaking barriers and expanding opportunities for all learners.

A list of our schools is shown below.

Trust in Learning Academies	Cathedral Schools Trust
Charlton Wood Primary Academy	Ashton Gate Primary School
Filton Avenue Primary	Cathedral Primary School
Fonthill Primary Academy	Headley Park Primary School
Henbury Court Primary Academy	Henleaze Infant School
Little Mead Primary Academy	Henleaze Junior School
Parson Street Primary	Hotwells Primary School
Nova Primary School	Stoke Park Primary School
Orchard School Bristol	St Werburgh's Primary School
Bridge Learning Campus (All-through)	Victoria Park Primary School

	Bristol Cathedral Choir School
	St Katherine's School
	Trinity Academy Bristol

Our Offer to Staff

As proof of our commitment to staff retention and development, we offer excellent terms and conditions of employment, a friendly working environment with supportive leadership, and encourage our staff to maintain a positive work-life balance.

- Professional development opportunities across the Trust
- Paid induction and training suited to the role
- Tailored career progression through a performance management cycle for all staffing groups
- Access to Employee Discount Scheme
- Free tea, coffee and milk
- Confidential access to an Employee Assistance Programme
- Free parking
- Use of the Cycle Scheme
- Paid completion of a DBS check
- Flu vaccination vouchers
- Free eye tests (where the employee is desk-based)
- Where eligible, automatic enrolment to the relevant pension scheme
- Honouring of continuous service earned in the Local Authority