



Great Careers

JOB PACK

POST: Higher Level Teaching Assistant (HLTA) – SEMH Lead

SALARY: APT&C Scale 6 (actual salary from £30,688)

HOURS: 35 hours per week, term time only

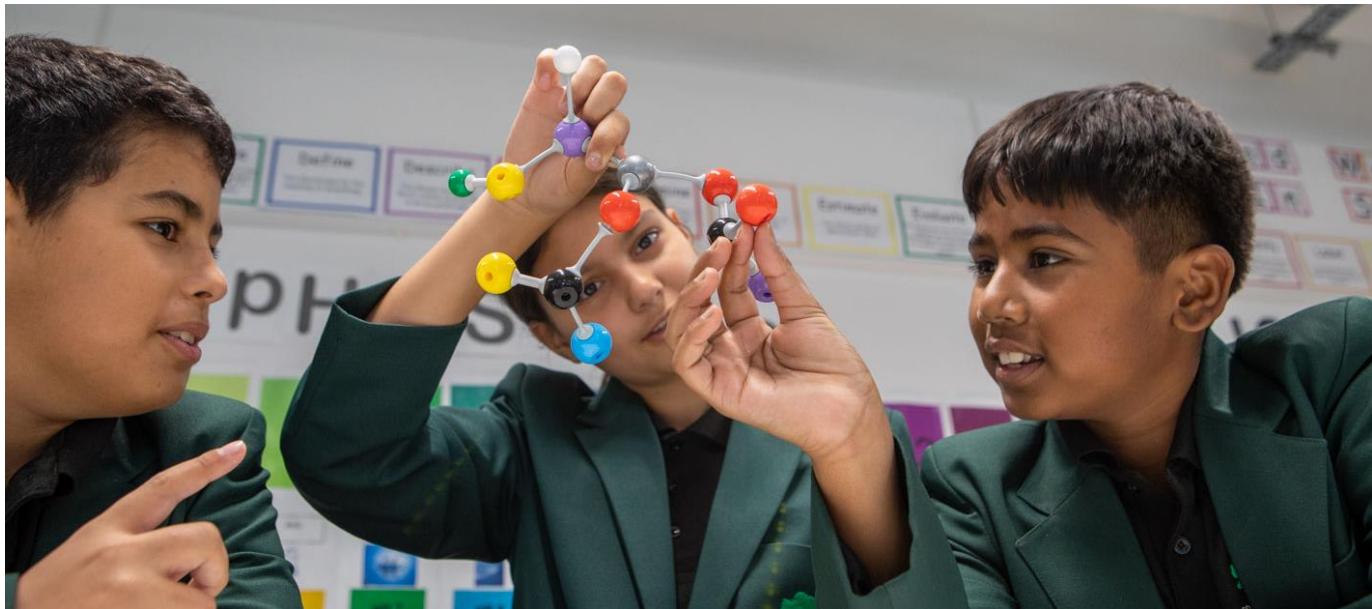
DEADLINE FOR APPLICATIONS: Wednesday 4th February 2026 at midday

INTERVIEWS: Monday 9th February 2026



The Governing Body is 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 check will be carried out for the successful candidate.





The school

Greatfields School opened in September 2016. We are located in Barking, East London, and are proud to be the first secondary school to be built on the Gascoigne Estate. We have quickly established a positive reputation with our parents and local community, and are known for our excellent behavior and the high ambitions we have for the young people of this community. We currently have approximately 1370 students across Years 7 to 13.

Our vision

We believe that our young people can compete with any other child in the country and we do everything we can to ensure that they have the same opportunities as other young people across the country. It is incumbent upon us to give our students access to a broad, engaging and challenging curriculum; to give them access to a range of activities, trips and clubs outside of the classroom to develop their cultural capital; and to develop their levels of resilience, determination and work ethic.

We also passionately believe in ensuring our young people feel safe and happy in school. This is done through the establishment of high expectations and clear routines and by taking a positive approach to behaviour at all times. This means that staff never shout at or demean our young people, and we understand the importance of mutual respect at all levels of the school.

Finally, we care deeply about and understand the responsibility we have towards our local community. This is a school embedded in the community and is one which we are proud to serve.



Job description

Line manager: The postholder will be responsible to the SENDCo.

Job purpose: To lead and deliver comprehensive Social, Emotional, and Mental Health (SEMH) support for SEND students, addressing challenges such as truancy, school refusal, bullying, and behavioural issues. The role includes acting as the primary point of contact for SEND student wellbeing and collaborating with staff across departments to ensure proactive and responsive support.

Core responsibilities and duties:

SEMH Pastoral Support

- Take a leadership role in supporting the pastoral care of SEND students facing challenges such as school refusal, truancy, bullying, and behavioural difficulties.
- Act as a direct point of contact for SEND students' wellbeing and behaviour concerns, ensuring timely and effective resolution.
- Collaborate with staff, families, and external agencies to provide a coordinated and holistic approach to pastoral support.
- Manage and address incidents of bullying involving SEND students, implementing tailored support for both victims and perpetrators to foster a safe school environment.
- Lead on the creation of Behaviour Support Plans for students with SEND in collaboration with the SENDCO, Heads of Year (HOYs), and pastoral teams to address individual behavioural challenges and promote positive development.
- Track and monitor SEND students' behaviour, maintaining detailed records of incidents, actions taken, and outcomes, and identifying trends and triggers for improvement.
- Regularly liaise with pastoral and safeguarding teams to review and ensure the consistency and effectiveness of support plans.
- Actively liaise with HOYs to share updates and develop solutions for SEND students in need of additional support.
- Be equipped to offer on-call support throughout the day, ensuring swift responses to urgent situations involving SEND students.

Monitoring SEND Attendance and Suspensions

- Monitor truancy patterns among SEND students, working with the attendance team to implement targeted interventions for those at risk of persistent absenteeism.



- Take a lead in supporting SEND students returning from suspensions or RR/IR placements, working with families and staff to address underlying issues and ensure a smooth reintegration process.

Upskilling Staff Through CPD and Training

- Liaise with SLT on the design and delivery of Continuing Professional Development (CPD) sessions to equip staff with the skills to de-escalate conflict and promote positive relationships with SEND students.
- Deliver targeted training focused on strategies for managing challenging behaviours, fostering inclusive practices, and supporting the holistic development of SEND learners.
- Work collaboratively with pastoral and teaching staff to embed restorative practices across the school, ensuring a consistent approach to conflict resolution.
- Evaluate the effectiveness of SEMH managing challenging behaviour training initiatives by gathering feedback and monitoring changes in staff practice and student outcomes, ensuring a culture of continuous improvement.

In Class Support

- Provide high-quality in-class support for SEND students on the SEMH caseload, ensuring strategies from their Behaviour Support Plans are consistently implemented.
- Support teachers in adapting lessons, activities, and resources to meet the individual SEMH and learning needs of pupils.
- Promote positive behaviour, engagement, and emotional regulation within lessons through proactive strategies and relationship-based support.
- Model effective de-escalation techniques and SEMH strategies for teaching staff, enhancing confidence and consistency across the classroom environment.
- Monitor pupil engagement and progress in lessons, sharing observations with the SENDCO, class teachers, and pastoral teams to inform ongoing intervention planning.
- Work collaboratively with teaching staff to ensure classrooms are inclusive, supportive, and structured for pupils with SEMH needs.
- Provide targeted small-group or 1:1 support within lessons where required, focusing on emotional regulation, task initiation, and learning stamina.
- Support pupils during transitions between activities and classes to reduce anxiety, dysregulation, or behaviour incidents.

This job description will be reviewed regularly and may be subject to change at any time after consultation with the postholder.