



Queen Katharine Academy



Queen Katharine Academy

Application Information Pack

Intervention Teaching Assistant (Sports, Sensory & SEMH)



Working together to transform lives through education



Principal's Welcome



Dear Applicant,

Thank you for your interest in joining Queen Katharine Academy (QKA). I am delighted to introduce myself as the new Principal and to welcome you to a school celebrated for its vibrant and diverse community.

At QKA, both students and staff thrive in an inclusive and supportive environment, making our academy a truly exceptional place to work and learn.

Our commitment to academic excellence, character development, and a positive school culture is at the heart of everything we do. Guided by our core values — **Respect, Ambition, and Responsibility** — we aim to foster a collaborative and aspirational workplace where every colleague is valued and empowered to reach their full potential. Whether you are starting your career or bring a wealth of experience, you will find a culture that supports professional growth, innovation, and a shared dedication to continuous improvement.

Queen Katharine Academy is proud to be part of Thomas Deacon Education Trust (TDET), a forward-thinking network of academies dedicated to collaboration and educational excellence. As a member of TDET, our staff benefit from shared expertise, resources, and opportunities for professional development within a supportive and progressive network.

With over 20 years of experience in education, including senior leadership roles across a variety of schools, I know how vital a nurturing and ambitious staff culture is for student and school success. At QKA, I am dedicated to building on our strong foundations and working closely with colleagues to create an environment where staff are valued, supported, and empowered—so that together, we can ensure every student is supported, challenged, and inspired.

We are proud of the progress our academy community continues to make and excited about the opportunities ahead. If you are seeking a rewarding, dynamic, and supportive environment where you can grow your career and make a real difference, I encourage you to apply to join our dedicated team.

Thank you for considering Queen Katharine Academy as the next step in your professional journey.

Yours sincerely,

Mr. M. Taylor | Principal



Job Description

Job Title	Intervention Teaching Assistant (Sports, Sensory & SEMH)
Reports to	Assistant SENDCo
Salary/Grade	Pathway 4
Date Last Evaluated	May 2026
Core Purpose	To support students with Special Educational Needs and Disabilities (SEND), particularly those with Social, Emotional and Mental Health (SEMH) needs, through structured physical activity, movement-based interventions and mentoring. The role also includes general Teaching Assistant duties to support learning, behaviour and inclusion across the school.

Key Responsibilities

Interventions & Mentoring

- Plan and deliver structured small group and 1:1 interventions using sports, movement and physical activity to support:
 - Emotional regulation
 - Self-esteem and confidence
 - Peer relationships and teamwork
 - Sensory regulation and wellbeing
- Act as a positive role model, building trusting and professional relationships with students who may struggle within traditional classroom environments.
- Provide mentoring support through physical activity, helping students regulate emotions, reduce anxiety and build resilience.
- Support students before, during and after sessions to reflect on behaviour, choices and outcomes.
- Monitor student engagement and progress, sharing feedback with teaching staff, SEND and pastoral teams.

Teaching Assistant Duties

- Support students in lessons across KS3, KS4 and KS5, either individually or in small groups.
- Assist teachers with differentiation to ensure access to learning.
- Provide targeted support for students with SEND, including those with EHCPs.
- Reinforce consistent behaviour expectations and support students in using regulation strategies.
- Support students during transitions, unstructured times and reintegration into lessons.

Collaboration & Professional Practice



- Work closely with class teachers, SENDCo, Assistant SENDCo and pastoral teams.
- Implement strategies recommended by external professionals (e.g. Educational Psychologists, CAMHS, Speech & Language Therapists, Occupational Therapists).
- Contribute to review meetings, intervention planning and behaviour support plans as required.
- Maintain accurate records of interventions and student progress.

Safeguarding

- Uphold all safeguarding and child protection procedures.
- Promote a culture of vigilance, care and wellbeing.
- Comply with all statutory safeguarding requirements.
- Be subject to an enhanced DBS check.

General Responsibilities

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders.
- Be aware of the School's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times.
- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- Participate in the ongoing development, implementation and monitoring of the Trust and Academy Improvement Plans.
- To treat all information acquired through employment, both formally and informally, in strict confidence.
- To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
- Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.
- Be aware of and comply with the codes of conduct, regulations and policies of the Trust and Academy and its commitment to equal opportunities.

The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.



Note: Every job description in the organisation will be subject to a review either:

- On an annual basis at the time of the annual appraisal meeting, or
- As a result of a change in strategic direction, or
- As a result of a team/operational requirements, or

It is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.



Person Specification

Attribute	Essential or Desirable	Assessment
Qualifications		
GCSEs (or equivalent) in English and Maths	E	A
Relevant qualification in education, sport, coaching or youth work (or willingness to work towards)	D	A/I
Training in SEND, SEMH or behaviour support	D	A/I
Knowledge & Understanding		
Understanding of SEMH needs and adolescent behaviour	E	A/I
Awareness of behaviour regulation strategies and inclusive practice	D	A/I
Knowledge of EHCPs and SEND Code of Practice	D	A/I
Knowledge of safeguarding and child protection	D	A/I
Skills & Abilities		
Ability to lead engaging physical or activity-based sessions	E	A/I/T
Ability to build positive, professional relationships with students	E	A/I/T
Ability to remain calm, resilient and de-escalate challenging situations	E	A/I
Ability to motivate and inspire young people	E	A/I/T
Strong communication and organisational skills	E	A/I/R
Ability to work effectively as part of a team	E	A/I/R
Flexible and reflective approach to practice	E	A/I
Experience		
Experience working with secondary-aged young people	E	A/I/R
Experience leading sports, movement or physical activities with small groups	E	A/I
Experience working with students with SEND/SEMH needs	D	A/I
Personal Commitment		
Demonstrate and adhere to TDET and Academy's Core Values.	E	A/I
Commitment to equality and diversity in the workplace.	E	A
Adhere to GDPR guidelines and the Academy's internal procedures.	E	A
Adhere to the Academy's Safeguarding and Prevent policy and procedures.	E	A/I
Adhere to TDET's Health and Safety policy and procedures.	E	A



Assessment methods

A – Application

I – Interview

T – Task/Activity

L – Lesson Observation

R – References





Queen Katharine Academy