

Job Purpose

To provide consistent, high-quality, individualised support for a pupil with identified Special Educational Needs and Disabilities (SEND), specifically relating to Social, Emotional and Mental Health (SEMH) needs, Dyslexia, and Emotionally Based School Avoidance (EBSA). The postholder will work 1:1 to enable the pupil to access learning, develop self-confidence, regulate emotions, and make progress despite working significantly below age-related expectations. Support will address barriers linked to EBSA, dyslexia, low literacy within the home, and wider contextual family challenges.

Key Responsibilities

Pupil Support

- Provide daily 1:1 support tailored to the pupil's academic, emotional, and social needs.
- Scaffold learning to enable access to the curriculum for a pupil working significantly below peers.
- Use dyslexia-friendly strategies such as chunked instructions, multisensory tasks, overlays, and simplified text.
- Support the pupil to manage anxiety and emotional needs linked to EBSA, helping them transition calmly into the school day.
- Implement positive behaviour support and de-escalation strategies.
- Record progress, emotional presentation, triggers, and engagement patterns.

2. Curriculum and Learning

- Deliver targeted literacy, reading, phonics, and numeracy interventions at the pupil's developmental stage.
- Adapt teaching materials using visuals, simplified instructions, and step-by-step structures.
- Offer pre-teaching and over-learning opportunities to help consolidate knowledge.
- Encourage independence by carefully balancing support with guided autonomy.

3. Communication and Collaboration

- Work in partnership with the class teacher and SENCO to implement SEND Support Plans or EHCP targets.
- Share observations to help refine support strategies.
- Communicate sensitively with parents/carers, recognising low literacy levels and ensuring accessible, supportive dialogue.
- Liaise with external professionals (e.g., Educational Psychologist, SEMH/EBSA specialists) where appropriate.

4. Pastoral and SEMH/EBSA Support

- Build a calm, stable, and trusting relationship with the pupil.
- Use trauma-informed and SEMH-aware strategies to reduce anxiety and build resilience.
- Support emotional literacy, self-regulation, and social development.
- Provide a safe, reassuring presence during moments of high anxiety, following safeguarding and behaviour policies.

5. General Duties

- Prepare and maintain resources and a supportive learning environment.
- Assist with assessment by providing feedback on progress and barriers.
- Engage in ongoing training linked to SEMH, EBSA, dyslexia, trauma-informed practice, and inclusive pedagogy.
- Support transitions and unstructured times (playtime, lunchtime, corridor movement).
- Uphold safeguarding responsibilities at all times.

Person Specification

Essential

- English and maths at Level 2 (GCSE Grade C or 4 above) or functional skills or a willingness to undertake a functional skills qualification
- Patience, empathy, a positive 'can do' disposition, flexibility and 100% commitment to supporting young people with disabilities. Experience supporting pupils with SEMH needs or anxiety-related barriers.
- Be able to follow the school's Child Protection and Safeguarding Policy and procedures and undertake mandatory Safeguarding training as directed by the school.
- Ability to follow professional advice and work collaboratively with staff teams.
- Understanding of Dyslexia and specific learning difficulties.
- Ability to form positive, trusting relationships with vulnerable children.
- Calm, patient, and empathetic approach, especially during emotionally challenging moments.
- Ability to differentiate learning tasks and provide appropriate scaffolding.
- Strong communication skills suited to liaising with families with low literacy.
- An ability to approach the management of challenging behaviour with sensitivity and patience and via a team-based approach.
- The ability to explain things clearly to support learners in making exceptional progress.
- The ability to work constructively as part of a team, follow line management structures and understand classroom roles and your own position within those responsibilities.
- The ability to relate well to both children and adults.
- Commitment to the provision of high-quality education and pastoral care for all pupils. Expectation of high pupil achievement.
- Evidence of understanding and commitment to inclusion and respect for pupils' individual differences.

Desirable

- Experience supporting pupils with EBSA or persistent anxiety around school attendance.
- Knowledge of trauma-informed and attachment-aware practice.
- Training such as Team Teach, MAPA, or similar behaviour support frameworks.
- Experience working with external agencies (CAMHS, EPs, SEMH/EBSA services).
- Familiarity with alternative provision or supporting siblings of pupils in AP.