West Hill Primary School
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Inclusion Base Family Support Worker & Teaching Assistant (SEMH)

Job Description and Personal Specification

West Hill Primary School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job title: Inclusion Base Family Support Worker & Teaching Assistant (SEMH)

Salary: Scale 1D, Spine Point 3 - £26,904.68 (£31,224 FTE) Pay Award Pending

Hours: 35 hours a week: 8.00 am – 3.30 pm, Monday to Friday – Term Time Only

Contract type: Permanent

Reporting to: Inclusion Base Teacher, Head of Inclusion Base and Head Teacher

Responsible for: N/A

Purpose of the Role

This is a hybrid role that support pupils with Social, Emotional and Mental Health (SEMH) needs by providing pastoral, emotional and learning support, while building strong relationships with families and external agencies.

The role promotes positive outcomes through a nurturing, trauma-informed approach that removes barriers to learning, improves wellbeing, attendance and engagement, and supports successful inclusion within school and beyond.

The role will include 3 days of teaching assistant duties and 2 days of family support working. The combined role balances direct pupil support, family engagement and learning support, helping children develop the skills, confidence and emotional wellbeing needed to succeed in school and beyond.

Duties and responsibilities

Family Support and Engagement

- Develop effective partnerships with parents and carers
- Act as a link between home and school
- Provide advice, guidance and practical support to families
- Promote attendance, participation and positive home-school relationships
- Support families to access services and complete referrals where required
- Undertake home visits and deliver family support initiatives where appropriate

Attendance, Inclusion and Multi-Agency Working

- Work with families and staff to improve attendance and punctuality
- Support reintegration and inclusion plans
- Collaborate with external professionals including Early Help, Social Care, CAMHS and SEND services
- Attend meetings and contribute to support planning and reviews

Supporting Teaching and Learning

- Work closely with the Inclusion Base Teacher to support the planning and delivery of engaging group or individualised learning activities. Including using daily/weekly tracking assessment tools to support future learning steps, where appropriate
- Provide targeted support and scaffolded learning to individuals and small groups to help pupils to access the curriculum and overcome barriers to learning
- Reinforce classroom routines, expectations and learning behaviours consistently
- Support the teacher in preparing, organising and adapting resources and learning environments
- Provide constructive feedback to pupils that supports their needs

- Encourage pupils to develop skills and strategies that support learning and individual wellbeing; including readiness to learn, emotional regulation strategies, reflection and problem-solving
- Support planned integration into mainstream lessons and activities where appropriate

SEMH, Regulation and Pastoral Support

- Develop warm, trusting and professional relationships with pupils while maintaining appropriate boundaries
- Use relational, trauma-informed and nurture-based approaches in everyday interactions, including recognising behaviour as communication, and respond with curiosity, empathy and consistency
- Support pupils with emotional regulation and the development of appropriate coping strategies, including helping pupils identify and communicate their feelings, needs and experiences in appropriate ways
- Follow individual support plans, risk assessments and agreed strategies consistently, including supporting agreed de-escalation, reflection and re-entry strategies
- Contribute to restorative approaches and the repair of relationships following incidents or difficulties
- Encourage pupils to recognise their strengths, develop self-esteem and build a positive sense of identity and belonging

Working Alongside the Inclusion Base Teacher

- Support the daily learning, paperwork processes and routines set by the Inclusion Base Teacher
- Follow agreed approaches and routines consistently so that pupils experience predictable expectations and responses
- Communicate regularly with the teacher about pupils' learning, wellbeing, regulation, behaviour and progress
- Contribute observations and information to help inform assessment and future planning
- Support the implementation and monitoring of individual targets and support plans, including individual risk assessments
- Take an active role in reviewing what is working well and identifying barriers to pupils' engagement
- Be proactive in anticipating pupils' needs and preparing resources, spaces and activities as instructed by Inclusion Base Teacher

Inclusion Across the Wider School

- Work with staff and pupils to promote a consistent, inclusive and strengths-based approach to pupils with SEND and SEMH needs
- Support pupils to access lessons, assemblies, lunchtimes, playtimes, trips, clubs and other whole-school experiences where appropriate
- Help pupils develop the confidence and skills needed to participate successfully in mainstream classrooms
- Share agreed strategies with mainstream colleagues to support consistency across different environments
- Support transitions between the Inclusion Base, mainstream classrooms and other areas of school life
- Contribute to a culture where pupils are understood as individuals and are not defined by their behaviour or SEND needs
- Be willing to support other pupils and classes across the school when appropriate and in line with the needs of the Inclusion Base and wider school

Safeguarding and Pupil Wellbeing

- Safeguard and promote the welfare of all pupils in accordance with school policies and statutory guidance
- Follow the school's safeguarding and child protection procedures and report concerns promptly to the appropriate member of staff
- Maintain confidentiality and handle sensitive information professionally
- Support a safe, calm and appropriately structured environment and contribute to a culture of staff reflection
- Follow agreed risk management, health and safety and positive handling procedures where required
- Attend relevant safeguarding, SEMH, SEND and professional development training

Assessment, Recording and Communication

- Maintain accurate and appropriate records of pupils' learning, engagement, behaviour and wellbeing as directed
- Contribute observations and evidence to pupil reviews, support plans and SEND processes

- Monitor pupils' progress towards identified learning, SEMH and independent targets
- Communicate relevant information promptly and sensitively to the Inclusion Base Teacher and the Head of Inclusion Base, when appropriate
- Support effective communication with families when directed by the teacher or senior staff

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Inclusion Base Family Support Worker & Teaching Assistant (SEMH)

Essential

The successful candidate will:

- Have experience of working with children in a primary school or similar educational setting
- Have experience supporting children with SEND and/or SEMH needs
- Demonstrate a genuine commitment to inclusion and ensuring that every child can succeed
- Understand the importance of positive relationships, consistency, boundaries and emotional safety
- Be able to respond calmly and appropriately to challenging or dysregulated behaviour
- Demonstrate an understanding that behaviour is a form of communication
- Be able to work effectively under the direction of a teacher while also showing initiative and professional judgement
- Have strong communication and interpersonal skills
- Be able to work collaboratively as part of a multidisciplinary and wider school team
- Have high expectations of pupils' learning, behaviour and personal development
- Be patient, resilient, reflective and emotionally attuned
- Be committed to safeguarding and promoting the welfare of children
- Be willing to undertake relevant training and professional development
- Maintain confidentiality and demonstrate high standards of professional conduct

Desirable

The desirable candidate will:

- A relevant Teaching Assistant or childcare qualification
- Hold relevant qualifications or experience in education, family support, youth work, social care or a related field (desirable)
- Experience working in an SEMH, nurture, specialist provision or therapeutic setting
- Training or experience in trauma-informed or attachment-aware practice
- Training in positive behaviour support, de-escalation, restorative practice or Team Teach/positive handling
- Experience supporting children with neurodiversity and/or additional SEND
- Experience supporting pupils with emotional regulation and social communication difficulties
- Experience supporting pupils with interrupted learning or significant gaps in attainment
- Knowledge of safeguarding, SEND and inclusive practice within a primary school

Personal qualities

- A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
- High expectations for pupil’s attainment and progress
- Ability to work under pressure and prioritise effectively
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding and equality

Notes:

This job description and person specification can be amended at any time in consultation with the post holder.

Last review date: 01/10/2026

Next review date: October 2027

Head teacher's signature: _____

Date: _____

Post holder's signature: _____

Date: _____

Selection Process Details

Viewings

- Visits to West Hill Primary are welcomed and encouraged for anyone considering applying for this post
- To book in a visit please contact info@westhill.wandsworth.sch.uk

Completing your application

- Applicants are asked to read the details carefully, especially the Job Description and Person Specification
- **Please make sure you clearly use the personal specification points to write a supporting statement with examples of practice, completing no more than two sides of A4**
- Please complete all the standard information required on the application form. Failure to provide information requested may lead to your application being rejected
- Please email your completed application and supporting statement to tahira.khan@westhill.wandsworth.sch.uk
- CV's will not be accepted
- Successful candidates will be notified shortly after the application deadline

Application deadline

- Completed application forms to be submitted by 9.00 am, Friday 16th October 2026

Selection process

- The selection process may have a combination of tasks, activities and interview
- Further details will be provided to the candidates shortlisted for interview
- Interviews and selection tasks will be held week beginning 2nd November 2026

References

- Candidates are advised that references may be taken up immediately after shortlisting
- Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set
- The post will be offered subject to satisfactory completion of pre-employment checks

Safeguarding children

- Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection

- We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment. This post is subject to safer recruitment checks including an online search and enhanced DBS check