

Buttershaw Business and Enterprise College



SEMH (Social and Emotional Mental Health) Teaching Assistant

CLOSING DATE FOR APPLICATIONS:

9am Friday 8 August

INTERVIEW DATE:

21 August 2025

START DATE:

September 2025

WELCOME

Thank you for your interest in the post of SEMH Teaching Assistant at Buttershaw Business and Enterprise College (BBEC.)

Our vision is that we will all work to ensure that our students will be the best they can be and can achieve great things. They will be **ambitious**, **resilient** and determined in their learning and respectful, **courteous** and **kind** in their relationships.

It is a privilege to serve our diverse community and I am extremely proud of what we have achieved along our journey of school improvement to date.

All leaders are passionate about the students who attend this vibrant school, and we demonstrate this by teaching them well and expecting the very best from them. The appointment of a caring and conscientious SEMH Teaching Assistant is crucial in order to raise standards, whilst developing the skills and potential of all students, so that they can lead happy, healthy, confident and responsible lives as individuals and members of society.

We are a fully inclusive school and we welcome all children and their families. We have a great mix of students with different skills and talents, and we are truly proud of our inclusive approach, with our commitment to see every child reach their potential. We expect all staff to work hard to ensure that we fulfil this aim.

The intent of the curriculum at BBEC is to:

- develop the whole child to ensure that they embody BBEC's values, both in and out of school, by being **ambitious** and **resilient** in their work and **courteous** and **kind** in their interactions with other people.
- provide an all-round education that delivers excellent outcomes in terms of academic success, improved cultural capital and increased ambition in order to counter social disadvantage.
- create a school where everyone belongs and equality of opportunity is actively and effectively promoted.
- develop an understanding, appreciation and respect for diversity while recognising and celebrating difference as well as all we have in common.
- ensure students are compassionate, **courteous** and **kind** by guiding their moral, intellectual and creative development.
- secure high levels of literacy, oracy and numeracy to enable students fully to participate in their acquisition of knowledge and skills
- nurture academic habits and skills, emotional intelligence and creativity across a wide range of subjects including the arts, music, performing arts, IT, technology and sport.
- foster confidence, resilience and discipline in seeking knowledge.
- develop knowledge of, and pride in, Buttershaw and Bradford as well as developing ambition and awareness of the possibilities outside the local environment.

At BBEC, we recognise that our staff are our biggest asset. We believe that our young people deserve the best, therefore we recruit carefully and invest in training to ensure continued improvement and an excellent quality of education.

Although we are a large school, we work very hard to ensure we retain our sense of community and family ethos. We strongly believe that education is a partnership between school, students and parents and work hard to develop this partnership.

This post would offer an exciting challenge to someone seeking to broaden their experience and career prospects. High expectations and a determined focus on continuous improvement are essential.

In return, you will receive the support of a strong team of Senior Leaders and Governors, with well-motivated staff, students and parents.

If you decide to apply for this post, please complete the application form, together with a formal letter of application addressing the relevant points on the person specification.

I very much hope to welcome you to BBEC to experience first-hand our vision, values and commitment to our young people and to our community.

Yours sincerely



Andrew Taylor
Headteacher

ABOUT BBEC

Buttershaw Business & Enterprise College is a **rapidly improving school**. We are an ambitious, community-focused academy of just over 1400 students serving an area of social deprivation on the southern edge of Bradford and seven miles from Leeds. BBEC is popular locally and is rapidly becoming the school of choice for the community of Buttershaw; for the last four years we have been over-subscribed in Year 7.

**We all belong
at BBEC**



BBEC is an **inclusive school**, our school motto is 'We all belong at BBEC'. We celebrate our differences and our similarities and do not tolerate discrimination of any type. We have a bold approach to inclusion and work so that all students and staff can bring their authentic selves to school.



BBEC has a cohesive, highly skilled and ambitious staff team who work hard to ensure that every student is successful. Many of our students face multiple challenges and it is through clarity of vision, professionalism and determined support for students and for each other that we are bringing about improvement. We have the highest expectations for all our students and expect that our staff teach to the very highest level. We have a rigorous approach to quality assurance and a significant commitment to Continuing Professional Development. Teachers have many opportunities to improve their teaching pedagogy and pedagogical subject knowledge and we expect them to make the most of these opportunities to ensure that the highest of standards are maintained.

BBEC is situated in a modern building. It has well-equipped departments that are arranged in suites of rooms. All teachers have a laptop, all classrooms are equipped with projectors and interactive whiteboards and all classrooms have access to student laptops.

All at BBEC are dedicated to raising the aspirations of our students and improving cultural capital through ambitious schemes of learning in all year groups and a varied offer of extra-curricular activities and opportunities. We run trips and visits to places in the UK and across the world, our students take place in a myriad of competitions and our CEIAG programme is exemplary.

This exciting role offers great opportunities for the successful candidate and a chance to make a difference to some wonderful young people.

THE ROLE OF SEMH TEACHING ASSISTANT

The teaching assistant team at BBEC work with students with a wide range of SEND needs. This support is provided in a variety of ways including in class support, small group work, 1:1 work, personal hygiene and may involve intimate care. Teaching assistants play a vital role in supporting our students with literacy, numeracy and behaviour amongst other areas and also support interventions for specific needs.

Teaching assistants work alongside teachers and the SENDCo to ensure students with SEND make the best possible progress. Teaching Assistants also contribute to the wider school and may be asked to do break and lunch time duties, support on the corridors, help with displays and attend meetings with parents.

This specific role will focus on students who are finding aspects of school life difficult as a result of social, emotional and/or mental health needs. The successful applicant will provide interventions and support on a 1:1 and small group level, working with students who struggle to regulate their behaviour, so that they can have full access to their education.

SEMH TEACHING ASSISTANT– JOB DESCRIPTION

SALARY AND CONTRACT

37 hours per week term time only plus two training days

Scale 1-2 (£20,589-£21,133 – actual salary)

Working hours 8.00am-4pm Monday to Thursday, 8.00am-3.30pm Friday

JOB PURPOSE

To work under the direction of the Special Educational Needs Co-ordinator and Behaviour Team to support students at risk of permanent exclusion—many with social, emotional, behavioural, or special educational needs (SEMH/SEND). Working 1:1. in small groups and in lessons to support reintegration, build resilience and emotional regulation, and re-engage learners academically and socially.

PRINCIPAL ACCOUNTABILITIES

Support for Students

- Supervising and supporting students ensuring their safety and access to learning, attending to the students' personal needs, and implementing related personal programmes, including social, health, physical, hygiene, first aid and welfare matters. This may involve intimate care, manual handling and use of a hoist.
- Establishing good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs.
- Promoting the inclusion and acceptance of all students.
- Encouraging students to interact with others and engage in activities led by the teacher.
- Encouraging students to act independently as appropriate.
- To support identified cohort of students on return from suspension to support reintegration back into school
- To deliver small group interventions focused on emotional regulation and building resilience
- Gather student voice using a range of strategies and to carry out SEMH assessments of students (Boxall profile)
- Creating and updating Pupil Passports for identified students and sharing these with relevant staff

Support for the Teacher

- Preparing classroom as directed for lessons, clearing afterwards and assisting with the display of students' work.
- Being aware of student problems/progress/achievements and reporting to the teacher as agreed.
- Undertaking student record keeping as requested.
- Supporting the teacher in managing student behaviour, reporting difficulties as appropriate.
- Gathering/reporting information from/to parents/carers as directed.
- Assisting the teacher with learning activities, ensuring health and safety and good behaviour of students.

Support for the Curriculum

- Supporting students to understand instructions.
- Supporting students in respect of local and national learning strategies eg literacy, numeracy, KS3, early years, as directed by the teacher.
- Supporting students in using basic ICT as directed.
- Preparing and maintaining equipment/resources as directed by the teacher and assist students in their use.

Support for the School

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Being aware of and supporting difference and ensuring all students have equal access to opportunities to learn and develop.
- Contributing to the overall ethos/work/aims of the school; modelling and upholding our school values.
- Appreciating and supporting the role of other professionals.
- Attending and participating in relevant meetings as required.
- Participating in training and other learning activities and performance development as required.
- Assisting with the supervision of students on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher.
- Supporting, upholding and contributing to the development of the school's equality policy and practices in respect of both employment issues and the delivery of services to the community.
- Undertaking lunch time duties to support key students or groups of students at social times
- To attend weekly Matrix meetings with SENDCo, Behaviour Team, Welfare team and Year Team
- Record and monitor interventions

SEMH TEACHING ASSISTANT – PERSONNEL SPECIFICATION

ATTRIBUTES	REQUIREMENTS	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Qualifications and Training	<ul style="list-style-type: none"> • Good literacy and numeracy skills • A willingness to undertake First Aid training • Good qualifications in maths and English (grade 4 or above at GCSE or equivalent) • Teaching Assistant/SEN NVQ Level 3 • First Aid trained 	✓ ✓ ✓	✓ ✓	Application Certificates
Experience	<ul style="list-style-type: none"> • Experience of working with young people aged 11-16 • Experience of working with children with SEMH needs • Experience of intervention programmes • Experience of literacy and numeracy support for students • Experience of effective tutorial work • Experience of diligent and effective corridor duties • A willingness to support students with personal hygiene • Experience of working as a teaching assistant • Experience of taking responsibility on trips out of school or extra-curricular activities in school 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓	Application References Interview
Knowledge, Skills and Ability	<ul style="list-style-type: none"> • Ability to make and sustain good relationships with students • An inclusive approach to meeting students' needs • A track record of developing students' independence • A good eye for display • A track record of excellent record keeping • A sound knowledge of health and safety • A track record of effective communication with teachers (and parents where required) • Competence in using ICT • Good awareness of student SEND needs • Effective behaviour management skills • Knowledge of interventions used with SEMH students such as Zones of Regulation, Emotion Coaching, PACE and Talking Mats. 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓	Application Interview
Personal Circumstances	<ul style="list-style-type: none"> • Must be legally entitled to work in the UK (Asylum & Immigration Act 1996) • Able to satisfy the requirements of safeguarding recruitment checks in line with Keeping Children Safe in Education • Must have the ability to be flexible and work to the requirements of a busy school • Interest in the school's wider role in the community 	✓ ✓ ✓ ✓		Application Interview
Disposition and Attitude	<ul style="list-style-type: none"> • A passion for education and a deep-felt desire to make a difference for young people. • Possessing educational vision underpinned by values • Emotionally intelligent: knowing when to direct, when to challenge and when not to; being able to inspire, present a positive perspective at all times; being able to listen and show awareness of other's sensitivities; having personal pride and leading by example. • Understands the importance of work/ life balance. • Enthusiastic, flexible, team player who enjoys hard work and takes constructive criticism. • Good oral and written communicator. 	✓ ✓ ✓ ✓ ✓ ✓		Application Interview References
Physical	<ul style="list-style-type: none"> • Resilient 	✓		Interview References
Equality	<ul style="list-style-type: none"> • A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice. 	✓		Application Interview

MAKING YOUR APPLICATION

We hope that having read this pack you are inspired to apply for the post.

In order to apply, please complete the application form on MyNewTerm. The application form can be downloaded from the school website <https://www.buttershaw.net/work-for-bbec>

At BBEC our first priority is keeping our young people safe. Safeguarding is at the heart of all we do, and we work hard to ensure that all of our students are safe at all times and know how to keep themselves safe in a variety of situations. BBEC makes decisions about the suitability of prospective employees based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks, together with references and interview information.

If you would like to speak to someone about the vacancy, please contact Mrs Krywyszyn at Buttershaw Business and Enterprise College on 01274 676285, or by email at anna.krywyszyn@bbec.bdat-academies.org.

INCLUSION

As a Trust we are an inclusive employer. We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the very best candidate for the job and will assess your application only on the information in your written application or your performance at interview should you be successfully shortlisted.

We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, sexual orientation or disability. The person specification sets out the criteria used to assess candidates through the selection process.

ABOUT BDAT

Buttershaw Business and Enterprise College is an academy within Bradford Diocesan Academies Trust. If you are successful in being appointed, the Trust will be your employer.

General Information and Background

Bradford Diocesan Academies Trust (BDAT) is a Multi-Academy Trust (MAT) supporting a number of primary and secondary academies in Bradford. BDAT is the only Church of England MAT operating in Bradford and is part of the Diocese of Leeds. BDAT is a charity, governed by a board of trustees who are responsible for, and oversee, the management of the company. The Memorandum and Articles are available on the Trust's website at www.bdat-academies.org.

Our mission statement

At BDAT we want every child to have a happy and high-quality education enabling them to grow and flourish during their time at school.

In practice, as a Trust, we seek to work with and alongside the academies in our Trust to provide a good quality of education to all children in our academies. The Trust does this through operating a light touch support role for academies at times of challenge and by establishing collaborative structures and processes to enable them to work together and share good practices. As our family of academies continues to grow, we are constantly looking at how we can continue to improve to establish effective and efficient ways of partnership working. We believe this means we are big enough to achieve business economies of scale whilst being small enough to retain our family of schools approach where we are truly able to know, understand and support each other.

Our Christian ethos

BDAT is a proudly Christian organisation committed to providing high-quality education for all within an ethos which encourages academic, vocational, mental, physical, and spiritual opportunities and development for each member of its academies. Whilst robust Christian principles underpin the work of the academy, everyone is encouraged to explore their own spirituality and to recognise and understand that of others. It is for this reason that we choose to support and sponsor Non-Church of England academies, as well as those within the faith.

ICARE

At BDAT we have considered the importance, effectiveness and sustainability of how we tackle issues like racism and other types of discrimination across all areas of our MAT and within each of our schools. We have led a Trust wide consultation to ensure we understand what we mean by inclusion and to look at what we can do differently centred around the Trust values: "ICARE". To download our ICARE consultation documents please [click here](#)

BDAT People: Our Faculty of Professional and Career Development

BDAT People brings together into a single entity all that we currently do to recruit, develop and retain our staff. It provides the strategic direction to ensure that our professional and career development supports school improvement and drives our vision of BDAT as an employer of choice.

By bringing all our work in this area under 'one umbrella' it ensures our staff know about BDAT's development offers and how they can be accessed. <https://bdat-people.org/>

CONTACT DETAILS

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