



Job Title: HLTA (SEMH Specialist)

Salary / grade range	Grade 5 (SCP 12 - 19) 37 hours per week, Term Time + 10 days (permanent) Full time equivalent salary: £30,232 - £33,893,06 Actual pro rata salary: £25,603 - £28,703
Location	Co-op Academy Belle Vue
Reports to	Assistant Principal SENDCo

Purpose of role:

The Higher Level Teaching Assistant (HLTA) – SEMH Specialist will play a pivotal role in supporting students with Social, Emotional and Mental Health (SEMH) needs to successfully access education and achieve their full potential.

The postholder will lead and coordinate targeted inclusion support, helping students overcome barriers to learning through high-quality pastoral, behavioural and academic intervention. Working closely with leaders, teachers, families and external agencies, they will promote a culture of high expectations, inclusion and belonging for all students.

The HLTA will be responsible for managing and developing inclusion provision, designing and implementing effective intervention programmes, and establishing robust systems to track, monitor and evaluate student progress and impact. They will support the effective delivery of SEND provision, ensuring that identified students receive timely and appropriate support that improves attendance, behaviour, engagement and achievement.

Through strong relationships, professional expertise and a relentless focus on student success, the postholder will contribute to ensuring that every student is safe, supported and able to thrive both academically and personally.

Key accountabilities (and specific duties / responsibilities):

Inclusion and SEMH Support

- Lead and coordinate targeted interventions for students with Social, Emotional and Mental Health (SEMH) needs, ensuring support is responsive, impactful and aligned to individual needs.
- Build positive, professional relationships with students, acting as a trusted adult and advocate for vulnerable learners.
- Support students to develop self-regulation, resilience, emotional literacy and positive behaviour

habits.

- Deliver bespoke programmes and interventions to address barriers to learning, engagement, attendance and behaviour.
- Provide mentoring, coaching and pastoral support to individual students and groups.
- Support reintegration programmes for students returning from suspension, alternative provision, medical absence or other periods away from school.

Inclusion Provision and Case Management

- Coordinate and manage the day-to-day operation of inclusion provision, ensuring a purposeful and supportive environment for learning.
- Maintain accurate records of interventions, student support plans, behaviour strategies and outcomes.
- Monitor and evaluate the impact of interventions, adapting provision where necessary to maximise student success.
- Contribute to the identification, assessment and review of students requiring additional support.
- Support the creation and implementation of Pupil Passports, SEND Support Plans, Pastoral Support Plans (PSPs), Risk Assessments and other individualised provision.
- Work closely with the SENDCo, safeguarding team and pastoral leaders to ensure joined-up support for students.

Behaviour, Attendance and Engagement

- Promote high standards of behaviour and conduct, supporting students to meet academy expectations consistently.
- Respond effectively to incidents of dysregulation, conflict or behavioural escalation using restorative and de-escalation approaches.
- Work proactively with students at risk of suspension, disengagement or persistent absence.
- Support strategies to improve attendance, punctuality and engagement in learning.
- Facilitate restorative conversations and reflection sessions to help students repair relationships and learn from incidents.

Teaching and Learning Support

- Deliver planned learning activities and interventions to individuals and small groups, adapting approaches to meet identified needs.
- Support students to access the curriculum and engage successfully in lessons.
- Work collaboratively with teachers to implement strategies that remove barriers to learning and improve outcomes.
- Promote high aspirations and encourage students to take pride in their work, attendance and personal development.
- Contribute to the development of inclusive classroom practice across the academy.

Partnership Working

- Develop positive relationships with families, ensuring effective communication and partnership in supporting students.
- Liaise with external agencies and professionals, including educational psychologists, CAMHS, social workers and alternative provision providers, as required.
- Attend and contribute to relevant meetings, reviews and multi-agency discussions.
- Support families in understanding and accessing appropriate support services where required.

Safeguarding and Student Welfare

- Maintain a strong understanding of safeguarding responsibilities and act in accordance with academy policies and procedures at all times.
- Identify and report safeguarding concerns promptly and accurately.
- Promote the welfare, safety and wellbeing of all students.
- Support vulnerable students to access appropriate pastoral, emotional and safeguarding support.

Leadership and Professional Responsibilities

- Lead by example in promoting the academy's values, culture and expectations.
- Contribute to the continuous development of inclusion practice across the academy.
- Provide guidance and support to colleagues on effective strategies for supporting students with SEMH needs.
- Participate in relevant training and professional development to maintain and enhance professional knowledge and skills.
- Undertake any other duties commensurate with the grade and responsibilities of the post as reasonably directed by the Principal.

Personal attributes required (based on job description):

Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I)
Qualifications <ul style="list-style-type: none"> • A degree qualification or relevant qualifications • Qualified Teacher Status • SENDCO qualification / working towards / willing to undertake SEN qualifications 	E D D	A / I A / I A / I
Experience <ul style="list-style-type: none"> • Experience of teaching SEND students 	E	A / I

with Academy policies and procedures relating to safeguarding, child protection and the prevent duty		
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This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

The Co-op Academies Trust is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust.