



Job title:	1:1 SEMH Support Assistant	Position type:	Permanent
Location:	Yew Tree Farm School, Bredgar	Working Hours	Part Time Role; (19.5 hours a week) Monday, Thursday, Friday (3 days a week)
Salary range:	£25,126 per annum (pro-rated)	Start date:	From September 2026

**Job description:**

**About Yew Tree Farm School**

Yew Tree Farm School is a small, independent special school for children aged 7–11 with Education, Health and Care Plans (EHCPs), with a primary need of Autism Spectrum Condition (ASC) or Social, Emotional, and Mental Health (SEMH) needs. Our unique outdoor setting uses the farm as a dynamic classroom, offering a broad and balanced curriculum that integrates academic learning with real-world, practical experiences.

Our mission is to re-engage learners who have struggled in traditional classroom environments, helping them build confidence, resilience, and independence to transition successfully to their next educational setting.

**Purpose of the Role**

To provide dedicated, consistent 1:1 support for an individual pupil with significant SEMH needs, helping them to stay regulated, feel safe, and engage in the school day.

The role focuses on building a secure, trusting relationship that enables the pupil to access learning and develop positive strategies for managing emotions and behaviour.

The postholder holds full responsibility for supporting the safety of the pupil and those around them.

**Key Responsibilities**

**Supporting an Individual Pupil**

- Act as the key adult for an assigned pupil, providing a safe and supportive presence throughout the school day.
- Work consistently to support the pupil’s emotional regulation, using planned strategies and responsive approaches to help them remain calm and ready to learn.
- Build a trusting, secure relationship that promotes the pupil’s sense of safety, belonging, and confidence.
- Support the pupil to understand and manage their feelings, using individualised SEMH strategies and resources.
- Encourage and support the pupil to access lessons and learning tasks in line with their EHCP outcomes and classroom expectations.
- Support the pupil during transitions, sensory breaks, and times of challenge, both inside and outside the classroom.
- Monitor and respond to signs of dysregulation, taking appropriate action to keep the pupil and others safe.

**Safety and Regulation**

- Take full responsibility for the safety of pupils, including managing risk during dysregulation, transitions, and off-site activities.
- Ensure the safety of others by supporting de-escalation and safe withdrawal when required.
- Use positive handling techniques in line with Team Teach training and the school’s behaviour policy when necessary. Training is provided.
- Log, report, and reflect on incidents in line with school protocols.
- Planning and Delivering Alternative Learning (Farm-Based & Practical Provision)

- Plan, prepare, or adapt learning activities for times when the pupil is unable to access classroom learning, ensuring continuity of education.
- Create and maintain a bank of personalised, motivating activities that use the unique resources of the school environment, including:
  - animal-based activities (care routines, observation tasks, feeding logs, enrichment support)
  - allotment and outdoor learning tasks (planting, maintenance, harvesting activities, nature-based projects)
  - practical, hands-on tasks linked to curriculum outcomes at an appropriate level
- Work with teaching staff to ensure alternative activities remain aligned with the pupil's EHCP outcomes, targets, and long-term learning goals.
- Lead or support these activities independently when required, ensuring they are purposeful, safe, and appropriately structured.
- Review the effectiveness and engagement of these activities and refine them as part of ongoing planning.

### **Collaboration and Communication**

- Work in close partnership with the class teacher and wider team to share information, agree strategies, and review the pupil's needs and progress.
- Encourage the pupil to engage positively with other trusted staff and peers, where appropriate.
- Attend and contribute to regular team meetings, planning sessions, and pupil reviews.
- Communicate regularly and professionally with parents/carers and external professionals as required.

### **Additional Support Duties**

- Support the pupil during social times, including break and lunch, and on school trips or visits.
- Support the pupil with soft starts, morning transitions, and end-of-day routines including transport if needed.
- Prepare and adapt resources to meet the pupil's needs, and help with organising and tidying shared spaces as appropriate.

## **Person Specification – 1:1 SEMH Support Assistant**

### **Essential Criteria**

#### Experience

- Experience working with children or young people with Autism Spectrum Condition (ASC), Social, Emotional and Mental Health (SEMH) needs, or other additional needs.
- Experience providing 1:1 support within an educational, care, or therapeutic setting.
- Experience supporting children to regulate their emotions and engage positively in learning.
- Experience supporting early reading and literacy development, including phonics.
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#### Knowledge & Skills

- Good understanding of child development and the barriers faced by children with additional needs.
- Knowledge of positive behaviour support, emotional regulation, and de-escalation strategies.
- Ability to build trusting, professional relationships whilst maintaining clear and consistent boundaries.
- Strong communication and teamwork skills, with the ability to work collaboratively with teachers, families, and external professionals.
- Ability to adapt learning activities to meet the needs of an individual pupil.

#### Personal Qualities

- Calm, patient, resilient, and emotionally intelligent.
- Able to remain composed under pressure and make sound decisions in challenging situations.
- Reliable, flexible, and committed to achieving the best outcomes for children.
- Comfortable working outdoors in all weather and participating in practical, farm-based learning activities.
- Committed to safeguarding, inclusion, equality, and maintaining high professional standards.

### **Desirable Criteria**

- Experience working within a special school, alternative provision, or specialist educational setting.

- Experience delivering or supporting a recognised systematic synthetic phonics programme (such as Read Write Inc., Little Wandle Letters and Sounds, Sounds-Write, or similar).
- Team Teach (or equivalent positive handling) training.
- Knowledge of trauma-informed practice.
- Understanding of sensory processing differences and strategies to support sensory regulation.
- Experience of outdoor learning, Forest School, animal-assisted learning, or practical curriculum delivery.
- First Aid qualification.
- Relevant Level 2 or Level 3 Teaching Assistant qualification (or equivalent).

### **Expectations**

- Be a calm, resilient, and reliable presence for the pupil every day.
- Respond to challenging behaviour with empathy, structure, and professionalism.
- Maintain clear boundaries and follow consistent routines to help the pupil feel secure.
- Take ownership of the pupil's support, while also working flexibly as part of the wider school team.
- Adhere to all safeguarding policies and contribute to the protective environment of the school.
- Undertake all relevant training, including Team Teach and SEMH-specific approaches.

The successful candidate must demonstrate a commitment to safeguarding and promoting the welfare of children and young people. This post requires the ability to work flexibly as part of a small, highly collaborative team, taking ownership of an individual pupil's support while contributing positively to the wider life of the school.

### **What We Offer**

- A unique teaching environment where the outdoors and farm life are integral to learning.
- Small class sizes with high staff-to-student ratios.
- Opportunities for professional growth and development in a supportive team.
- The chance to make a meaningful impact on students' lives and educational journeys.
- A collaborative and inclusive school culture that values kindness, perseverance, and community.

### **Safer Recruitment**

Yew Tree Farm School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

In line with our safer recruitment procedures and *Keeping Children Safe in Education* (KCSIE), references will normally be sought prior to interview. Please ensure that the referees you provide are aware they may be contacted. We will notify you before contacting your referees.

The successful candidate will be subject to an Enhanced Disclosure and Barring Service (DBS) check, satisfactory references, verification of identity, right to work in the UK, verification of qualifications, and all other pre-employment checks required by KCSIE.

For more information about our school, please visit our website: [www.yewtreefarm.school.co.uk](http://www.yewtreefarm.school.co.uk)