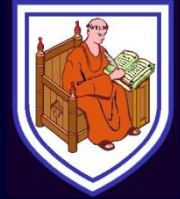


St Bede's School

'Christian Education at its Best'



Senior SEND Support Assistant (*SEMH and ADHD*)

£26,365

36 hours per week, term-time only

To start September 2026

Application Deadline: 09:30 on 8 June 2026

64 Carlton Road, Redhill, Surrey, RH1 2LQ Telephone: 01737 212108

Belonging

Education

Determination

Excellence

Service

Ofsted
Outstanding
Provider



About St Bede's

At St Bede's we are proud to serve roughly 1900 boys and girls of all abilities, age 11-18, from the Reigate, Redhill, Caterham, Horley and surrounding areas. This includes over 300 studying academic courses in the sixth form. The school has an Anglican, Catholic and Free Church foundation and we work hard to create an inclusive ethos. Our aim is to ensure that pupils thrive academically, socially and spiritually within a Christian framework.

In March 2023 Ofsted carried out an inspection of St Bede's and judged the school outstanding. The report acknowledged that pupils behave exceptionally well and they are happy and safe. They are unfailingly respectful to each other, to staff and to visitors and their positive attitudes mean that lessons are rarely disrupted. The inspection highlighted that leaders in subjects across the school have created an ambitious curriculum. Teachers have a very high level of subject knowledge and expertise which they use to provide pupils with explanations that are rich in details, bringing the subject to life.

Attainment and progress scores at GCSE and A level are consistently above national averages. We are particularly proud of the English and maths results achieved at GCSE. Both departments achieved fantastic results at 4 and 7 grades.

Measure	2024	2025
Attainment 8	59.34	58.15
Progress 8	+0.72	N/A
EBACC	47%	53%
EBACC entered	62%	67%
4+ English	94%	92%
4 +Maths	94%	89%

Our school is committed to the safeguarding of children so all appointments are subject to a satisfactory enhanced DBS check. Only applications made on our School Application Form will be considered; we do not accept CVs or unsolicited testimonials. It is our policy always to request references prior to interview.

Please see our staff prospectus for further information about working at St Bede's.

"Pupils enjoy their time in class and describe their lessons as 'inspirational'. The content of these inspirational lessons reflects the high expectations that staff have for what pupils can accomplish."
Ofsted 2023

SEND at St Bede's

The SEND department is led by the SENDCo. The SENDCo oversees the SEND support team, including the Assistant SENDCo, Senior SEND Support Assistants (Senior SSAs), SEND Support Assistants (SSAs) and the administrative assistant. The Assistant SENDCo supports the SENDCo in the strategic and operational management of the department and has oversight of specific Senior SSAs and their areas of responsibility.

Please note, applications will be reviewed upon receipt and as such, this vacancy may close before the deadline advertised. Early applications are encouraged.

Our Senior SSAs are responsible for overseeing interventions for different groups of students. They each have responsibility for the following areas: Autism Spectrum Condition; Cognition and Learning; Physical Disability; Social, Emotional and Mental Health (SEMH); and Attention Deficit Hyperactivity Disorder (ADHD). They lead on planning, monitoring and evaluating targeted support for students within these categories. SSAs provide in-class support as well as 1:1 support to our SEND students, working closely with teaching staff to ensure inclusive practice and effective provision. Alongside the SENDCo, an EAA specialist assessor has been appointed to oversee all EAA assessments and their ongoing coordination. ensuring compliance with regulations and meeting students' needs.

St Bede's school has a strong track record of ensuring the academic and pastoral development of all individuals. Our work with students with special educational needs has gone from strength to strength in recent years.

We believe that it is everyone's responsibility to identify, plan and make provisions to meet the needs of students with special educational needs. The SEND support team strives to support all staff in this work, by providing guidance, working to support identified students in the main curriculum, assessing students and by making specialist plans.

St Bede's supports the professional development of its staff and takes staff wellbeing very seriously.

Full time SEND support staff are employed to work 36 hours per week for the 39 term-time weeks of the academic year (including INSET days.) Normal working hours are Monday to Friday from 08:30 to 16:10 or 08:00 - 15:40 with a half hour unpaid lunch break. Annual salary reflects the contractual hours and weeks per year and is calculated using a Surrey Pay formula which includes payment in respect of statutory annual leave allowances. Salary is paid in 12 equal monthly instalments.

There is no entitlement to take leave during term time. All holidays must be taken during school breaks.

Job Profile

St Bede's is a voluntary-aided school in which staff are employed by the Governors and will work within the policies approved and adopted by the Governing Body and under the direction of the Headteacher. All staff are expected to support the Christian ethos of the school, maintain the highest professional standards and contribute to the development of St Bede's as a thriving community.

Role Purpose: The Social, Emotional & Mental Health (SEMH) and Attention Deficit Hyperactivity Disorder (ADHD) Lead will work closely with the SENDCo to provide targeted support for students with SEMH and ADHD need throughout the school day. The role focuses on identifying and addressing barriers to learning, enabling students to access the curriculum fully and supporting them to achieve their full potential.

The Social, Emotional & Mental Health (SEMH) and ADHD Lead will work with students across all Key Stages, prioritising those with the greatest level of need. This includes students experiencing multiple disadvantages, such as:

- Students with social, emotional and mental health (SEMH) needs
- Students who have a diagnosis of ADHD or those who present with ADHD traits (recognised by a clinician or professional)
- Care-experienced children
- Children with social care involvement, including those identified as Child in Need (CIN), Child Protection (CP), or receiving Early Help (EHA)
- Students experiencing Emotionally Based School Non-Attendance (EBSNA)
- Students with an Education, Health and Care Plan (EHCP)

Key deliverables include:

- Work collaboratively with external agencies (e.g. CAMHS, Educational Psychologists, social care, Mental Health Support Practitioner) to support students with SEMH and ADHD needs.
- Liaise closely with the SENDCo to ensure appropriate provision, interventions, and support strategies are effectively implemented.
- Lead on the development of whole-school approaches to supporting SEMH and ADHD students, contributing to a positive and inclusive ethos.
- Provide targeted one-to-one and small group interventions focused on emotional regulation, executive functioning, and behaviour support.
- Deliver in-class support and guidance to staff to ensure students with SEMH and ADHD needs can access the curriculum effectively.
- Promote inclusion by supporting positive behaviour, engagement, and participation in all aspects of school life.
- Use specialist knowledge of SEMH and ADHD to model strategies that support self-regulation, attention, and emotional resilience.
- Support students in overcoming barriers to learning, including reintegration following absence, suspension, or Emotionally Based School Non-Attendance (EBSNA)

- Provide targeted ELSA (emotional literacy support assistant) or Emotion Coaching to students
- Provide ADHD drop in sessions and targeted ADHD interventions to students
- Maintain accurate and effective records using systems such as CPOMS.
- Uphold high expectations of behaviour in line with school policies, promoting consistent and relational behaviour approaches.
- Contribute to student profiles, support plans, and the assess–plan–do–review cycle.
- Adapt teaching approaches and resources in collaboration with staff to meet the needs of students with SEMH and ADHD.
- Develop and implement strategies such as routines, and scaffolding to enhance understanding, focus, and engagement.
- Foster a supportive and nurturing environment that promotes positive relationships and emotional safety.
- Support the development of social skills, emotional literacy, independence, and confidence.
- Lead or support regulation strategies and interventions (e.g. sensory breaks, calm spaces, emotion coaching).
- Track and evaluate student progress, behaviour, and the impact of interventions.
- Work in partnership with parents and carers, offering guidance and strategies to support consistency between home and school.
- Deliver targeted emotional support interventions, including ELSA and Emotion Coaching, to develop emotional awareness, self-regulation, and resilience.
- Maintain oversight of all students with SEMH and ADHD needs, tracking provision, progress, and wellbeing to ensure consistent, high-quality support and timely intervention where required.

Contract The contractual basis of this post is the current Surrey Pay scheme and any other regulations currently in force.

Job Family: Children Learning & Educational Support **Grade:** 6

Responsible to: SENDCo

Accountabilities & Tasks

The key accountabilities are numbered below. Additional information/responsibilities are shown as bullet points under each accountability and are not considered to be exhaustive.

1 Service & Support Delivery

1.1 Monitor and maintain a programme of activities / interventions e.g. wider curriculum support, maintaining supplies of materials and equipment.

- Carry out the allocated responsibilities as detailed for numeracy, literacy, physical disabilities or SEMH contained within the appendix to this job specification
- Contribute to identification, assessment, monitoring, review and evaluation for students with physical disabilities and special education needs
- Contribute to the wider school community (running a club etc.)

- 1.1 Assist with the delivery of relevant schemes of work, delivery and assessment.
 - Monitor and evaluate students' participation and progress through the application of a range of assessment activities.
 - Work under the direction of the SENDCo to plan, organise, deliver and monitor programmes of support for students with special education needs;
 - Deliver specified work to individual students, groups and whole classes.
 - Plan lessons jointly with teachers and prepare material in advance of lessons;
 - Adapt programmes of work and assist teachers in planning new programmes/differentiation
 - Conduct assessments, observations, and other involvement with students and teachers to identify and monitor progress of students with special education needs;
- 1.2 Deliver a range of learning support for existing systems or processes to agreed standards, to maximise quality of teaching & learning.
 - Work and co-operate with relevant teaching staff to ensure the effective organisation, deployment appraisal and development of other teaching assistants.
 - Participate, where approved, in the organisation and the accompanying of students on "extended school" activities, off-site visits and activities under an agreed system of supervision.
 - Make immediate "holding provision" for students who have to be removed from the main curriculum at short notice.
- 1.3 Carry out personal care routines as appropriate.

2 Planning & Organising

- 2.1 Support more senior staff in classroom management and behaviour techniques.
- 2.2 Plan and deliver specified work to individual students, groups and the whole class.

3 Policy & Compliance

- 3.1 Adhere to established standards of service delivery to support any associated regulatory or technical compliance requirements.

4 Working with Others

- 4.1 Receive and respond to everyday enquiries from colleagues and customers to provide a timely, courteous and effective service.
- 4.2 Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures.
- 4.3 Assist in the recruitment, selection and supervision processes, to ensure high standards of team delivery.
 - To deploy, supervise and monitor teaching assistants working with students;
- 4.4 Contribute to and influence children's learning and personal development.
 - Collaborate effectively with colleagues, including external professionals and share good practice

5 Analysis, Reporting & Documentation

- 5.1 Provide and manipulate data for statistical and other reports and run and present standard reports.
 - Write reports and keep student records as required;

- 5.2 Assist with regular assessment of performance of schemes and initiatives through the use of feedback, surveys and management information.
- 5.3 Prepare and dispatch a range of correspondence/documents connected with the defined area of activity.

6 Duties for all

- 6.1 Values: To uphold the values and behaviours of St Bede's School.
- 6.2 Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.
- 6.3 Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of yourself and others.
- 6.4 Core National Standards for Supporting Teaching & Learning
 - To understand and carry out a role in line with agreed standards, expectations & qualifications.
 - Contribute to and influence children's learning and personal development.
- 6.5 To have regard to and comply with safeguarding policy and procedure as appropriate.

7 Additional Requirements

- 7.1 Carry out any other task which might reasonably be required.

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Person specification

	Essential	Desirable
Christian Commitment	<ul style="list-style-type: none"> Strong personal commitment to the ethos of St Bede's School Able to work effectively within an explicitly Christian context 	<ul style="list-style-type: none"> Personally committed and practicing Christian, member in good standing of any denomination served by the school Informed and thoughtful about current Christian issues
Education and Training	<ul style="list-style-type: none"> A good standard of education – (Minimum GCSE Grade C / 4 in English & Mathematics or equivalent experience demonstrable by testing) Experience of working with children / young people with Special Educational Needs A sound knowledge of the strategies and objectives required to effectively support pupils with a range of SEN Experience of working with pupils with SEN in Key Stages 3 & 4, providing guidance and support to aid their progress 	<ul style="list-style-type: none"> Knowledge of safeguarding Any SEND qualification / certification
Experience / Skills	<ul style="list-style-type: none"> Good IT skills Knowledge and experience working with students with PD 	<ul style="list-style-type: none"> Successful work in secondary school environment
Personal qualities	<ul style="list-style-type: none"> Able to deal with people at all levels Excellent communication skills Calm and organised under pressure Team player and multi-tasker Self-motivated and hardworking Patience and perseverance 	

How to apply

If you would like to apply, please complete our application form for support posts and send it to us with a supporting statement (no longer than 2 sides of A4) which explains what attracts you to the post, as well as detailing the skills and experience you would bring to it.

Your completed application can be emailed to:

peopleteam@st-bedes.surrey.sch.uk

If you have any queries please ring the People Team on 01737 214048 or send an email to peopleteam@st-bedes.surrey.sch.uk

The deadline for receipt of completed applications is 09:30 on 8 June 2026.

We look forward to hearing from you.

Our data protection policy for job applicants is available [here](#).

