



Application Pack

SEMH Inclusion Practitioner

Dear Colleague

Welcome to Kingsway Park High School and thank you for your interest in us.

Kingsway Park High School is proud to be a vibrant, inclusive and diverse school with approximately 1350 students, 47 different nationalities and 25 spoken languages. We have state-of-the-art facilities, and we provide an individualised and unique curriculum offer for all students regardless of their starting point, gender, ethnicity, faith or need.

We care for, nurture and develop the whole child while improving aspirations, learning and achievement for all. In addition to ensuring each student's academic potential, we also prepare them to be socially responsible citizens who can flourish in society and give back to their local community. We seek to remove any barriers of inequity, which prevent equality of opportunity so that all students can aspire and be inspired to realise their dreams.

Our school has a strong sense of community, purpose and belonging. We value our students and recognise that success looks and feels different for each one of them. However, what is consistent is our team of passionate, enthusiastic and committed staff who work relentlessly in the pursuit of excellence for the students and community we serve.

We have a strong commitment and belief in developing staff at all levels. We seek to recruit and retain colleagues whose drivers match our school ethos and are committed to their own professional development. Successful candidates will receive a high-quality induction, appraisal, continuous development programmes (including nationally recognised leadership qualifications), and opportunities to contribute to whole school impact projects throughout their Kingsway careers.

I hope you find this application pack helpful in making your decision to apply for this exciting career opportunity. If you have any questions for us, do get in touch, we are always here to help.

I would like to thank you for your application, investment of time and - whatever the outcome - I wish you well in the future.

Yours sincerely



Simon Ward
Headteacher

Making your application

I hope that when you read this pack you are inspired to apply for the post.

Application

1. Complete the Altus Education Partnership application form.
2. Provide a supporting statement of no more than one side of A4 which should address the criteria in the person specification.
3. Send your completed application form by email to recruitment@altusep.com

Deadline

The deadline for the post is **Sunday 8th November 2026** (to arrive no later than 23:59).
Interviews are expected to take place **Monday 16th November 2026**

Shortlisting

Regrettably, we are unable to inform candidates who have not been shortlisted. If you do not hear from us, please consider your application unsuccessful this time.

Salary

The post will be paid on the **School Support 19 – 24 (FTE £33,119 - £36,581) Actual - £28,614 - £31,065**

Start Date

To be confirmed

For an Application Pack

1. Visit www.altusep.com
2. Contact Caroline Sullivan – HR Officer: recruitment@altusep.com
3. Telephone 01706 769999

Reward Package & Additional Benefits

We offer a comprehensive package, including membership of our outstanding Teachers' Pension Scheme; our 'Employee Benefits Programme' which provides a range of options including:

- Our Cycle to Work Salary Sacrifice Scheme
- Free access to Employee Assistance Programme, offering guidance, support and counselling on a range of subjects
- Generous holiday entitlement

Altus Education Partnership is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This position is subject to an Enhanced DBS check under the Rehabilitation of Offenders Act 1974.

In accordance with the recommendations set out in KCSiE the Trust carries out online searches on shortlisted candidates. It is also Trust policy to contact at least one reference prior to interview.

Background Information

Kingsway Park High School

Kingsway Park High School joined the Altus Education Partnership in February 2022. KPHS students live in and travel to us from communities all over Rochdale and the surrounding areas. We are very proud of the high-quality facilities, resources, and environment that we provide for both staff and students.

We hold our school values of **Trust, Professionalism, Integrity, Respect, Kindness and Effective Communication** at the core of everything we expect from our students. Students are awarded when they consistently demonstrate our values.

If you would like to visit the school to get a feel of who we are and where we are going, we would warmly welcome you.

Altus Education Partnership

Altus Education Partnership is a Multi Academy Trust and was established in 2017 through Rochdale Sixth Form College, an Ofsted Outstanding provider, and grew from the Trust's desire to improve education in the borough of Rochdale as a whole.

The Trust currently comprises five academies, including ourselves. The other four academies are:

- **Rochdale Sixth Form College**, opened in 2010 to address the significant underachievement in A level performance in the borough. Since then, it has dramatically raised achievement in the area and is recognised nationally as a centre of excellence. The College is Ofsted Outstanding, Sixth Form College of the Year 2021, and regularly ranks among the highest performing colleges in the country in both the DfE's Performance Tables and the National Achievement Rate Tables.
- **Edgar Wood Academy** opened in 2021 under Wave 13 of the Free Schools Programme. While the school was judged Requires Improvement at its first inspection, Ofsted has since recognised that the school is improving, and we are confident in the direction of travel. The Academy is building a strong reputation locally and benefits from a committed staff and leadership team focused on rapid progress.
- **Bamford Academy** is an Ofsted-rated Good primary school providing a caring and nurturing environment. It is a popular first choice for many families in the area.
- **Caldershaw Primary School** joined the Trust on 1 July 2025. It is Ofsted Outstanding and one of the most oversubscribed primary schools in Greater Manchester.

Altus is on the cusp of further growth, with three additional schools currently considering academisation in the autumn term.

We also benefit from strong local partnerships. Most notably, and uniquely within the post-16 sector, Altus has a Memorandum of Understanding with Hopwood Hall College, coordinating curriculum and supporting seamless transition for students into post-16 education.

Job Title:	SEMH Inclusion Practitioner (Seacole)
Reports to:	Assistant Head Teacher (Additional Needs) / Inclusion Lead
Contract:	Permanent – TTO (39 weeks/37 hours per week)
Salary:	School Support 19 – 24 (FTE £33,119 - £36,581) Actual - £28,614 - £31,065
Start Date:	Dependant on notice period and employment checks

Overall Purpose of the Post

To provide high-quality, individualised support for students accessing Seacole, Kingsway Park High School's Personalised Pathways Provision (PPP), helping them overcome barriers to learning, develop emotional regulation and build the confidence and skills needed to succeed in mainstream education.

Seacole is an internal, school-based provision supporting students who require additional support with their social, emotional and mental health (SEMH) needs, engagement and behaviour. The provision offers a structured, supportive environment focused on positive relationships, personal development, continued access to learning and successful reintegration into mainstream lessons.

Working alongside the Seacole Lead, an allocated HLTA and teaching colleagues, the postholder will use their knowledge and practical experience of SEMH to deliver targeted interventions, support learning and contribute to individual support and reintegration plans.

The role requires the ability to exercise independent professional judgement, build positive relationships and respond confidently and appropriately to students with a range of complex needs, while contributing to a consistent, inclusive and supportive learning environment.

Key Responsibilities

Student Support, SEMH and Emotional Regulation

- Provide individualised support to students experiencing SEMH needs, emotional dysregulation and barriers to accessing mainstream education.
- Establish positive, trusting and professional relationships with students, promoting emotional safety, confidence, engagement and a sense of belonging.
- Support students to recognise, understand and manage their emotions, developing appropriate self-regulation strategies and positive coping mechanisms.
- Respond confidently and appropriately to challenging behaviour, using effective de-escalation, regulation and relational approaches to maintain a safe and supportive environment.
- Exercise sound professional judgement when assessing situations, identifying emerging concerns and implementing appropriate strategies within agreed procedures.
- Promote positive behaviour, consistent expectations and appropriate boundaries, recognising and responding to individual student needs.

- Deliver established SEMH, behaviour and emotional regulation interventions to individual students and small groups.
- Develop and adapt intervention activities, resources and strategies to meet identified needs within the agreed framework of the provision.
- Monitor the effectiveness of interventions, identify successful approaches and recommend adjustments to improve student engagement, regulation and outcomes.

Learning, Engagement and Reintegration

- Support students to remain engaged in education and develop the confidence, routines and skills required to access mainstream learning successfully.
- Deliver planned learning activities and lead individual or small-group sessions, adapting resources and approaches to meet students' SEND, SEMH and learning needs.
- Identify barriers to learning and provide appropriate support for students with gaps in knowledge, skills or engagement.
- Work collaboratively with subject teachers and other colleagues to support continuity of learning and access to the wider curriculum.
- Contribute to the development, implementation and review of individual support, behaviour, regulation and reintegration plans.
- Support the planning and implementation of phased reintegration into mainstream lessons, helping students prepare for and manage transitions.
- Monitor students' readiness for reintegration, including their engagement, emotional regulation, attendance and ability to manage classroom expectations.
- Provide informed observations and recommendations to the Seacole Lead and relevant colleagues to support decisions about student progress and appropriate next steps.
- Work closely with teaching, pastoral and SEND colleagues to promote consistent approaches and support sustained engagement in mainstream education.

Monitoring, Communication and Partnership Working

- Maintain accurate and timely records of student attendance, engagement, behaviour, emotional regulation, interventions and progress.
- Monitor patterns and changes in student presentation, identifying emerging needs, concerns or barriers to progress.
- Evaluate the impact of agreed strategies and interventions, making recommendations for appropriate adjustments.
- Contribute to the preparation and review of individual support plans, progress reports and relevant documentation.
- Establish positive and professional relationships with parents and carers, maintaining appropriate communication regarding student engagement, progress and agreed support strategies.
- Contribute actively to meetings with parents and carers and, where appropriate, lead discussions relating to day-to-day support and progress.

- Liaise effectively with teaching staff, pastoral colleagues, SEND staff and other relevant professionals to promote a coordinated approach to student support.
- Communicate with external professionals as part of agreed support arrangements, providing factual information and observations regarding individual students.
- Attend relevant professional meetings and contribute to discussions about student needs, progress and appropriate support.
- Ensure information is recorded, stored and shared appropriately in accordance with safeguarding, confidentiality and data protection requirements.

Professional Responsibilities

- Exercise independent professional judgement and take responsibility for day-to-day decisions within agreed student plans, school policies and established procedures.
- Work collaboratively with the Seacole Lead, HLTA, teaching colleagues and wider pastoral and SEND teams to provide a consistent and coordinated approach to student support.
- Demonstrate resilience, adaptability and a calm, solution-focused approach when responding to the varied needs of students.
- Contribute positively to the ongoing development of Seacole, sharing ideas, effective strategies and professional expertise to improve student experiences and outcomes.
- Model effective SEMH, relational and de-escalation approaches and share good practice with colleagues working with students in the provision.
- Maintain high standards of professional conduct, communication, confidentiality and record keeping.
- Participate in relevant training, professional development and appraisal arrangements to maintain and enhance knowledge of SEMH, SEND, behaviour regulation and inclusive practice.
- Promote the school's values and contribute to a positive, inclusive environment where students feel supported, valued and able to succeed.

Safeguarding and Student Welfare

- Promote and safeguard the welfare of all students in accordance with statutory guidance and school policies.
- Recognise and respond appropriately to safeguarding concerns, including changes in student presentation or disclosures, ensuring accurate recording and prompt reporting through established procedures.
- Maintain appropriate professional boundaries and uphold confidentiality and information-sharing requirements.
- Promote a safe, supportive and inclusive environment that supports students' wellbeing, personal development and readiness for learning.
- Follow relevant health and safety procedures, including agreed approaches to risk management, de-escalation and physical intervention where appropriate and in accordance with training and school policy.

Personal and Professional Conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school.
- Have professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality.

- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Any other reasonable duties as requested by the Line Manager, Headteacher or member of the Senior Leadership Team that are not specified in this job description.
- Respect individual differences and cultural diversity.

This job description is a representative document. Other reasonably similar duties may be allocated from time to time commensurate with the general character of the post and its grading. The person appointed will be expected to work flexibly and the exact nature of the duties described above is subject to periodic review and is liable to change.

Person Specification

No.	CATEGORIES	Essential / Desirable	App Form	Interview
QUALIFICATIONS				
1	Relevant Level 3 qualification in education, childcare, youth work, social care, behaviour support or a related field, or equivalent demonstrable professional experience	E	✓	✓
2	Relevant training in SEMH, SEND, emotional regulation, trauma-informed practice or positive behaviour support	D	✓	✓
3	Training in recognised de-escalation or positive behaviour management approaches, including physical intervention where applicable	D	✓	✓
EXPERIENCE				
4	Proven experience of working directly with children or young people with significant SEMH needs, emotional dysregulation and behaviours that challenge	E	✓	✓
5	Experience of responding effectively to challenging behaviour and emotionally heightened situations using appropriate de-escalation and regulation strategies	E	✓	✓
6	Experience of delivering targeted support or interventions to improve emotional regulation, behaviour, engagement or wellbeing	E	✓	✓
7	Experience of adapting approaches and resources to meet individual needs and support positive outcomes	E	✓	✓
8	Experience of working in an SEMH school, alternative provision, pupil referral unit, specialist setting, residential childcare, youth service or comparable environment	D	✓	✓
9	Experience of supporting young people to re-engage with education, structured learning or mainstream provision	D	✓	✓
10	Experience of working collaboratively with parents/carers, education professionals or external agencies	D	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
11	Strong understanding of SEMH needs, emotional regulation and the factors that can influence student behaviour, engagement and learning	E	✓	✓
12	Ability to establish positive, trusting and appropriately bounded relationships with students experiencing complex needs or barriers to learning	E	✓	✓
13	Ability to exercise sound independent professional judgement, recognise emerging concerns and respond calmly and appropriately to challenging situations	E	✓	✓
14	Ability to apply effective de-escalation, relational and positive	E	✓	✓

	behaviour support strategies consistently			
15	Ability to deliver, develop and adapt targeted SEMH interventions and activities within agreed support frameworks	E	✓	✓
16	Ability to support individual and small-group learning, adapting activities and resources to meet students' SEND, SEMH and learning needs	E	✓	✓
17	Ability to contribute to individual support, behaviour, regulation and reintegration plans, monitor progress and recommend appropriate adjustments	E	✓	✓
18	Ability to maintain accurate records, evaluate the impact of interventions and communicate relevant information effectively	E	✓	✓
19	Effective communication and interpersonal skills, including the ability to work collaboratively with students, families, colleagues and external professionals	E	✓	✓
20	Strong organisational skills and the ability to manage competing demands, prioritise effectively and work independently within agreed responsibilities	E	✓	✓
21	Understanding of safeguarding and child protection responsibilities, including recognising and reporting concerns, maintaining confidentiality and professional boundaries	E	✓	✓
PERSONAL CHARACTERISTICS				
22	An unwavering commitment to the Altus Education Partnership's vision, mission and values	E	✓	✓
23	Willing to be accountable and to take personal responsibility for own actions.	E	✓	✓
24	Resilience and the ability to grow professionally and flexibly within a start-up and developing organisation	E	✓	✓



We Belong
We Co-operate
We Succeed

