



Dear Applicant

Thank you for showing an interest in the Higher Level Teaching Assistant: Social, Emotional and Mental Health (SEMH) Specialist role at Portchester Community School.

We are seeking to appoint an enthusiastic and motivated individual with excellent interpersonal and communication skills to join our highly successful Learning Support Department. The successful candidate must be capable of maintaining the highest professional standards and place the child at the centre of everything they do. If you match the description outlined above – then we would like to work with you.

As a school we invest heavily in support and training and have a commitment to individual professional development.

All of the information required for application is available through our school's website; please ensure all forms are completed as instructed.

Visits to the school are welcome as well as informal discussions via telephone to support and inform your application.

Once again, thank you for showing an interest in this post and I wish you every success in your application.

Yours faithfully

Mr R Carlyle
Headteacher



Learning Support: Higher Level Teaching Assistant: Social, Emotional and Mental Health (SEMH) Specialist

**Permanent, 32.5 hours per week
Term Time only plus one week (40 weeks)
Grade D, Actual Salary: £21,407 to £23,552 p.a.
Full Time Equivalent £27,780 to £30,564 p.a.
Start Date: Dependent on candidate availability
Closing Date: Wednesday 17 June 2026**

We are seeking a highly motivated, personable and experienced HLTA to join our dedicated team with a specialism in Social, Emotional and Mental Health needs.

As a Higher Level Teaching Assistant specialising in Social, Emotional and Mental Health (SEMH), you will support pupils to develop the emotional regulation, resilience and social skills needed to engage successfully in learning and school life. Working closely with the SENCO, teaching staff and pastoral teams, you will deliver targeted interventions and implement strategies that support pupils in overcoming barriers related to emotional wellbeing and behaviour.

This specialist HLTA role includes opportunities to work both within the Resourced Provision and alongside pupils in mainstream classes, delivering small group and individual interventions while also supporting wider curriculum access where SEMH needs impact learning.

This role would suit a candidate who is passionate about supporting young people's wellbeing and personal development, and who is keen to develop their expertise in SEMH support within an inclusive mainstream secondary school environment. We are seeking a member of staff with experience in SEMH interventions who is able to work flexibly in a large learning support team to have a positive impact on a number of pupils

The postholder will also be responsible for fulfilling the safeguarding requirements of the role and adhering to the school's safeguarding policy.

Essential Qualifications Required

Educated to GCSE Level 4 (or above) **OR** work experience deemed to have brought the role holder to a comparable level.

We are looking for someone who:

- Has HLTA status (desirable)
- Has evidence of appropriate and relevant professional development

- Has knowledge of a broad range of assessment tools relevant to Social, Emotional and Mental Health (SEMH) (desirable)
- Is organised and able to act on own initiative and prioritise workload
- Has excellent interpersonal skills, including observation, listening and empathy skills
- Enjoys working as part of a team
- Is committed to supporting the school's ethos and values
- Is willing to continue with own professional development

We offer:

- A supportive and welcoming school community
- A school with a calm and considered environment
- A school that is moving towards outstanding
- Effective training and support
- A positive working environment
- A school that pupils, staff and the community feel proud of
- Membership of a strong staff body
- A generous holiday and pension package as a Hampshire County Council employee.

We are a growing 11 – 16 comprehensive school. Graded 'good' by Ofsted in our most recent inspection (January 2024) and graded as 'outstanding' for Personal Development. We pride ourselves in being highly inclusive and pupil focused. We were awarded the prestigious National SMSC Quality Mark Gold Award, for the second time in April 2024. We are very proud of our pupils and their achievements.

Within the school we also have a resourced provision for physically disabled pupils who are integrated fully into the life of the school, which brings a richness and variety to the curriculum and adds to our extensive after school provision. We are proud of the way we address the needs of all of our pupils.

As a community school we also have a nursery and a pre-school.

Visits to the school are welcome as well as informal discussions to support and inform your application. Please email recruitment@portchester.hants.sch.uk or call 023 9236 4399, to make arrangements.

To apply:

Please visit our school website at www.portchester.hants.sch.uk/vacancies where an application pack is available to download, or email: recruitment@portchester.hants.sch.uk

Please email your completed application to recruitment@portchester.hants.sch.uk or send to Portchester Community School, White Hart Lane, Portchester, Fareham, Hampshire, PO16 9BD, marked for the attention of Mrs Y Boxall, Personnel Services Leader. Please return the equalities monitoring form in line with the details shown on the form.

Closing date: Wednesday 17 June 2026

Portchester Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

Online searches will form part of the pre-employment checks on shortlisted candidates.

We are committed to creating a diverse workforce and applications are encouraged regardless of sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

This post is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 because it is a post which involves working directly with children or young people. If shortlisted for interview you are therefore required to declare whether you have any criminal convictions (or cautions or bind-overs) including those which are 'spent'. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provide that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service website.



APPLICATION GUIDE

Vacancy Details

Details of the terms and conditions of the post are included in the Vacancy Details document. This gives information about the post, grade and salary and underlines the school's commitment to safeguarding children and young people and to equality of opportunity for all. Details of the closing date for applications, interview date, interview panel and selection procedure are included. The employment checks undertaken for the successful candidate are also shown on this document.

Job Description

This gives an overview of the purpose of the post and outlines the main core duties and any specific duties.

For a Support staff post, the Role profile describes the generic tasks of the post and may be supplemented with a Local List of Duties which specifies, at individual school level, the main duties of the role. The role profile also defines the necessary knowledge, skills and experience required at selection.

Person Specification

This outlines the qualifications, experience, skills and personal attributes which the successful candidate will need to possess. These elements are classified as either essential or desirable and are used as the basis for the shortlisting process. The person specification also outlines the basis by which other information collected as part of the recruitment and selection process will be assessed e.g. lesson/task observation, presentation, references.

The Application Form

Please ensure that you complete the relevant Hampshire County Council Teaching Staff or Support Staff application form, both of which can be downloaded from the school website at www.portchester.hants.sch.uk or the Hampshire County Council website. Please do not send a C.V. in place of the Hampshire application forms as this will not be accepted.

When completing your application form it is important to consider the Job Description/Role Profile and the Person Specification and include in your application evidence to demonstrate your skills and knowledge. Applicants should meet the essential criteria detailed in the Person Specification and it will be advantageous to demonstrate some of the desirable criteria.

Application Process

Once completed, please send your application form for the attention of Mrs Y Boxall, Personnel Services Leader, to arrive by the deadline specified in the advertisement and Vacancy Details information.

When received, we will hold your information securely, in line with our Data Protection policy and Privacy Notice for job applicants. Please refer to the Privacy Notice for Job Applicants available on our website.

Please remember to complete the Equalities Monitoring form which is included as part of the application pack and return it as detailed on the form. This information will enable the school to monitor the effectiveness of its equality policy and ensure that all staff and applicants receive fair and equal treatment at all times.

As part of this policy, it is essential that we monitor the profile of our applicants in relation to gender, ethnic origin, disability, sexual orientation and age.

The information on this form will not be shared with the selection panel and will be used for statistical purposes only. It will not form any part of a record on you as an individual, unless you are subsequently appointed to the school, in which case it may be held as part of a computerised personnel record on the school's HR system which is available for your inspection.

All application forms are logged on receipt and although we do not currently acknowledge receipt, we are more than happy for you to contact the school for confirmation that your application has been received. Again, please contact Mrs Boxall by email (recruitment@portchester.hants.sch.uk), or via the school on 023 92 364399.

The Short-listing Process

The interview panel will undertake the short-listing process and candidates will be assessed against the job description/role profile and the essential and desirable aspects of the person specification. Candidates selected for interview will be contacted by telephone or email. Candidates will be advised of any tasks or lessons they will be asked to undertake as part of the selection process.

Please be advised that if you have not been contacted within two weeks of the closing date, your application has been unsuccessful on this occasion.

The Interview Process

The interview panel for all teaching posts will comprise the Headteacher, Mr Richard Carlyle, a member of the Senior Leadership team, usually either the Deputy Headteacher or Assistant Headteacher, together with the Subject Leader for the relevant department. For Subject Leader posts, a school Governor may also be included in the interview panel.

The purpose of the interview is to assess the candidate's suitability for the post and give both the panel and the candidate an opportunity to gain further information before making a successful appointment. It is also an opportunity to seek clarification on information provided in your application form.

As part of due diligence checks online searches will be completed on all shortlisted candidates prior to interview.

The interview will also assess the candidate's suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.

Candidates will be asked the same core questions relating to the requirements of the post, however relevant supplementary questions may also be asked.

During the interview process notes will be taken.

References

It is our policy to approach both referees noted on the application form **prior to interview** for a reference. As stated on the application form one of your referees must be your present employer e.g. Headteacher.

Offers of Appointment

Appointments are subject to satisfactory completion of all relevant pre-employment checks including a Disclosure and Barring Service check and medical clearance from the Hampshire County Council Wellbeing unit.

Statement on Safer Recruitment

Statutory Guidance “Keeping Children Safe in Education”, issued by the Department for Education, requires the school to have written recruitment policies and procedures in place to prevent people who pose a risk of harm from working with children.

The Governing Body recognise that promoting the welfare of children and young people is integral to the recruitment and selection process and essential to creating a safe environment for children and young people. The school is committed to ensuring that recruitment and selection activities are undertaken in a fair and transparent way and that appointments are based on the candidate judged to be most suitable. The aims of the school’s Recruitment Policy are therefore to: attract and appoint the highest calibre of applicants; ensure safe and equitable recruitment and selection is conducted at all times; deter, identify and reject applicants and volunteers who are unsuitable to work with children and young people.

In accordance with the School Staffing (England) Regulations 2009, at least one person on an appointment panel will have undertaken safer recruitment training.

The full Recruitment Policy is available on request to any member of staff and all prospective applicants and volunteers.

The school’s Child Protection policy and Safeguarding policies are available on request or on the school’s website www.portchester.hants.sch.uk

What to bring to interview

Applicants selected for interview are asked to refer to the “Pre-employment checklist for Candidates” sent with the interview invitation letter and bring documentation as outlined. This will include original qualifications certificates and proof of identity (preferably photographic, such as a photocard driving licence or passport).

In order to meet our legal obligation under the Immigration, Asylum and Nationality Act 2006, the school must ensure that evidence has been seen and checked to confirm eligibility to work in the United Kingdom. Therefore, candidates selected for interview must bring relevant documentation to confirm this, as outlined in the Pre-employment Checklist for Candidates.

Thank you for your interest in this post at Portchester Community School.

Successful Confident Responsible

Portchester Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.



Headteacher: Mr R Carlyle BEd (Hons)

White Hart Lane, Portchester, Fareham, Hampshire PO16 9BD

T: 023 9236 4399 | **F:** 023 9220 1528 | **E:** office@portchester.hants.sch.uk | www.portchester.hants.sch.uk

Details about the post: Higher Level Teaching Assistant – Social, Emotional and Mental Health (SEMH) Specialist	
<i>Salary: TBC</i>	Grade D. 32.5 hours per week. Actual Salary: £21,407 to £23,552 p.a. Full Time Equivalent Salary: £27,780 to £30,564 p.a.
<i>Contract Type: TBC</i>	Permanent, Part Time 32.5 hours per week: Monday to Friday: 08:05 to 15:15 Term-time only plus one week (40 weeks)
Safeguarding of pupils:	
<i>School statement:</i>	Portchester Community School is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.
Context for the vacancy:	
<i>Start date:</i>	As soon as possible.
Terms and conditions:	
<i>School statement:</i>	This post is offered subject to the Employment in Hampshire County Council agreement (EHCC07) in conjunction with other Hampshire and school pay policies.
Equalities Statement:	
<i>School statement:</i>	The Governing Body of the school is committed to equality for all in the appointment, development, training and promotion of staff, and in all dealings with pupils and parents of the school. The Governing Body recognises the value of a diverse and inclusive workforce and governors and managers will operate at all times within the requirements of anti-discrimination legislation and will promote equality in its staffing decisions. The Governing Body will wherever possible make reasonable adjustments to recruitment processes, working conditions or the working environment, to help overcome practical difficulties created by applicants or members of staff who have a disability. The over-riding premise that will be adhered to in matters of equality, by all governors and staff in the school, is that everyone has the right to be treated with dignity and respect whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race or belief, sex or sexual orientation. All applicants are invited to indicate whether they have any special requirements to enable them to submit an application.
Information about the recruitment and selection process:	
<i>Closing date for applications</i>	Please email your completed application form to recruitment@portchester.hants.sch.uk by Wednesday 17 June 2026. If you intend to email the equality monitoring form, please send in a separate email to with the title: 'Confidential - equality monitoring form'. If you would like confirmation that your application has been received, please contact the school on 023 9236 4399 or email: recruitment@portchester.hants.sch.uk

<i>Interview date:</i>	To be advised.
Employment checks required:	
1	Fully completed application form
2	Rehabilitation of Offenders Act declaration
3	Right to work in the UK
4	Disclosure and Barring Service check.
5	Employment history including explanation of any gaps
6	Proof of academic and professional qualifications
7	Occupational Health check
8	Professional character references

If you have any questions about the detail contained within this document or any other aspect of the information sent to you, please do not hesitate to contact the school.

School policies including the Recruitment Policy and Equality Policy are available on request.



Higher Level Teaching Assistant: Social, Emotional and Mental Health Specialist: Local List of Duties and Person Specification

Main Purpose of the Role

To provide support and advice to ensure pupils with Social, Emotional and Mental Health needs are supported in line with current research and national guidelines within the school.

To assess, develop and implement interventions as required across the school in partnership with parents/carers and other statutory and independent agencies to ensure a holistic approach towards the management of the student. To assist in the development of staff skills to meet the social, emotional and mental health needs of pupils across the school.

Support for Pupils

- Deliver targeted SEMH interventions to individuals and small groups to support emotional regulation, resilience, behaviour and wellbeing.
- Use specialist knowledge and training to support students in developing strategies to manage emotions, behaviour and social relationships.
- Support the implementation of behaviour support plans, Pupil Passports and SEND support plans.
- Establish positive and trusting relationships with students, acting as a consistent and supportive adult role model.
- Promote inclusion and support students with SEMH needs to engage successfully in learning and school life.
- Encourage students to develop positive relationships and appropriate social skills.
- Support students in recognising and managing emotions and behaviours using appropriate strategies.
- Provide feedback to students to support personal development and positive behaviour choices.

Specialist Intervention and Impact Monitoring

- Deliver structured interventions to individuals and small groups in line with agreed programmes and student targets including outcomes and provision from EHCPs.
- Establish clear baseline information prior to intervention and support the setting of measurable outcomes.
- Monitor and record student progress throughout interventions using agreed assessment and tracking systems.
- Evaluate the impact of interventions and contribute to the review process in line with the graduated approach (Assess–Plan–Do–Review).
- Provide clear and accurate reports on intervention outcomes to the SENCO and relevant staff to inform future provision.
- Adapt interventions where necessary in response to student progress and identified needs.

Support for the SENCO and Teaching Staff

- Work with the SENCO and relevant staff to plan, deliver and review SEMH interventions and targeted support programmes.
- Monitor and evaluate students' responses to interventions through observation and structured recording of progress.
- Maintain accurate records of intervention delivery and student development.
- Provide feedback and reports on student engagement, behaviour and progress.
- Support teaching staff in implementing strategies that enable students with SEMH needs to access learning.
- Contribute to meetings and reviews relating to student support and SEND provision.

Support for the Curriculum

- Support students in accessing the curriculum by addressing social, emotional or behavioural barriers to learning.
- Deliver curriculum-linked interventions that develop skills such as resilience, self-regulation and behaviour for learning.
- Implement behaviour management and restorative approaches in line with school policy.
- Prepare and maintain resources used for SEMH intervention programmes.
- Encourage students to take responsibility for their behaviour and learning.
- Promote positive attitudes to learning and engagement.

Support for the School

- Comply with policies relating to safeguarding, behaviour, health and safety, confidentiality and data protection.
- Support the school's inclusive ethos and ensure students with SEMH needs have equitable access to learning opportunities.
- Work collaboratively with teachers, pastoral staff, the SENCO and external professionals.
- Attend relevant meetings, training and professional development.
- Share expertise and contribute to the development of effective SEMH support strategies within the school.
- Support supervision of students during school activities, trips or extended learning where required.

Corporate and Statutory Responsibilities

- Maintain awareness of school, national and statutory policies and requirements and apply these within the role.

Key Role Dimensions

- Utilise specialist SEMH expertise to support effective provision across the school.
- Deliver structured intervention programmes and contribute to evaluating their impact.
- Work with a high degree of independence under the direction of the SENCO or designated teacher.
- Support staff in developing strategies to help students with SEMH needs engage positively in learning.
- Maintain accurate and confidential records relating to student support and wellbeing.
- This role may require additional responsibilities dependent on the operational needs of the department, at the direction of the SENCO.



**PERSON SPECIFICATION: Higher Level Teaching Assistant
Social, Emotional and Mental Health Specialist**

Quality/Skill	Essential (E)/ Desirable (D)	Application	Reference	Interview	Task
QUALIFICATIONS					
Educated to GCSE Level 4 (or above) OR work experience deemed to have brought the role holder to a comparable level.	E	*			
Higher Level Teaching Assistant	D	*			
NVQ3 for Teaching Assistants or equivalent qualification or experience	D	*			
EXPERIENCE					
Experience of working in a secondary school	D	*			
Relevant experience in a teaching/learning/child support working environment.	E	*			
SKILLS, KNOWLEDGE and APTITUDE					
Able to work as part of a team	E	*	*	*	
Able to maintain effective relationships	E	*	*	*	
Able to maintain confidentiality at all times	E	*	*	*	
Proven organisational ability	E	*	*		
Able to work on own initiative	E		*		
Experience of working in a classroom setting	E	*			
Knowledge of Special Educational Needs	E	*	*	*	
Working knowledge of national/foundation stage curriculum, particularly literacy and numeracy requirements, and other relevant learning programmes/strategies.	D	*	*	*	
Able to use ICT effectively to support learning	D	*	*	*	
Excellent literacy/numeracy skills.	E	*	*	*	
PERSONAL ATTRIBUTES					
Good communication skills and ability to clarify and explain instructions clearly	E	*	*	*	*
Well-developed interpersonal skills and sense of humour enabling effective	E			*	

EQUALITY AND DIVERSITY					
Understands and promotes the principles of equality and diversity	E	*		*	
SAFEGUARDING					
Understands and promotes the principles of safeguarding children and young people	E	*		*	

* = will be evidenced by application form/reference/ interview/ presentation



Dear Applicant

Equality Monitoring

Thank you for your interest in the Higher Level Teaching Assistant – Social, Emotional and Mental Health (SEMH) Specialist vacancy at this school. The school operates an equality policy to ensure that all staff and applicants receive fair and equal treatment at all times. As part of this policy it is essential that we monitor the profile of our applicants in relation to their age, disability, gender identity, race, religion or belief, sex and sexual orientation.

The equalities monitoring form is designed to record and monitor the relevant data for this monitoring process. I would be very grateful if you could complete the form located in the Vacancies section of the website under 'Applications Forms and Equalities Monitoring Form' and return it to me.

The information on this form will be used for statistical purposes only and will not form any part of a record on you as an individual unless you are subsequently appointed to the school, in which case it may be held as part of a computerised personnel record on the school's HR system which is available for your inspection.

I am making this request in accordance with the recommendations of the Equality and Human Rights Commission. However, if you wish to discuss the content of the form or the use of the data, please let me know.

Yours sincerely

Mr R Carlyle
Headteacher



Job Hazard Form

This form highlights hazards related to the role that could pose a risk to the post holder.

Role Title: HLTA – Social, Emotional and Mental Health (SEMH) Specialist

Manual Handling

This role requires hazardous manual handling operations. For example, *regular moving of heavy objects, or moving of people, including use of manual handling equipment (for which you will receive training) and pushing wheelchairs.*

The types of manual handling operation involved in this role are *children and objects.*

These manual handling operations are required on a *daily basis.*

The weights involved in these manual handling operations are *more than 25 kg.*

Display Screen Equipment

This role will require the postholder to be a Display Screen Equipment User. This will involve use of a *desktop computer and virtual learning platform.*

Job Characteristics

This role involves working with *children and young people of between 11 and 16 years old. This role also involves working with children and young people with special needs including those with complex or multiple disabilities.*

This role involves *personal care and food handling.*

This role also has potential to involve *verbal abuse and/or aggression and this is likely on an infrequent basis. The role is also likely to require physical behaviour management interventions for which the postholder will be trained.*

Work Environment

This role is carried out in an environment which involves *entry to confined spaces (e.g. lifts) and occasional outdoor work.*

Work Equipment/Machinery

This role also involves working with *hand-held powered tools/hand-guided tool/hand-fed tools (when postholder is in Technology department).*

Personal Protective Equipment

Given the nature of this role, the post holder is required to wear personal protective equipment to be worn on their *hands* (*latex gloves*).

COSHH (Control of Substances Hazardous to Health)

Biological Hazards

It is possible that postholder may come into routine or regular contact with *human bodily fluid* e.g. *through personal care*.

Chemical Hazards

The post holder will come into *infrequent* contact with any chemicals such as cleaning products which may be *an irritant*.

Applicants should be aware that where roles are exposed to hazardous risks, risk assessments are undertaken and control measures are put into place where possible.



Policy Statement

This post is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 because it is a post which involves working directly with children or young people. If shortlisted for interview you are therefore required to declare whether you have any criminal convictions (or cautions or bind-overs) including those which are 'spent'. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provide that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service website:

[DBS filtering guide - GOV.UK](#)

Portchester Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.