

West Hill Primary School
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Inclusion Base Teacher

Job Description and Personal Specification

West Hill Primary School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job details

Job title: Inclusion Base Teacher (SEMH)

Salary: MPS 3 - 6 + SEN 1 (£44,238 - £52,300 + £2787) Pay Award Pending

Hours: 32.5

Contract type: Permanent

Reporting to: Head of Inclusion Base and Head Teacher

Responsible for: N/A

Purpose of the Role

The Resource Base Teacher is responsible for delivering excellent classroom practice and quality-first teaching for pupils educated within the specialist SEMH resource base. The role provides a relational, trauma-informed and therapeutic model of education, ensuring pupils experience consistently strong routines, adaptive teaching and high-impact instruction that supports emotional regulation, engagement and progress, alongside planned integration into mainstream education where appropriate. This post does not carry strategic leadership responsibility for the provision, but contributes actively to its development through reflective practice and teamwork.

Teaching, Learning and Classroom Practice

- Deliver excellent classroom practice and quality-first teaching through well-sequenced, structured and engaging lessons that meet pupils' academic and SEMH needs
- Create a classroom climate rooted in psychological safety, predictability, warmth and high expectations
- Use adaptive teaching strategies to ensure access for pupils with interrupted learning, neurodiversity and additional SEND
- Model and explicitly teach skills for learning (e.g. routines, readiness, focus, self-monitoring, reflection and repair)
- Work closely with support staff to deploy adults effectively, including co-regulation, scaffolding and targeted interventions

SEMH Practice, Regulation and Behaviour Support

- Implement relational and trauma-informed approaches, recognising that behaviour is communication and prioritising co-regulation and restorative practice
- Teach and reinforce emotional regulation strategies, social communication and problem-solving skills as part of everyday practice
- Contribute to the consistent use of individual support plans, risk assessments and agreed strategies (including de-escalation and reflection/re-entry routines)

- Work in partnership with colleagues to maintain calm, consistent boundaries and to reduce reliance on punitive sanctions
- Record, monitor and reflect on patterns of behaviour and engagement to inform planning and support

Assessment, Planning and Progress

- Assess pupils' starting points and next steps across learning, regulation and wellbeing, using appropriate SEMH/SEND tools as directed (e.g. engagement measures and pupil self-reflection)
- Plan sequenced learning that closes gaps while remaining flexible to pupils' readiness, regulation and attendance patterns
- Maintain accurate records of attainment, progress and SEMH outcomes, contributing to reviews, reports and meetings
- Use assessment information to adapt teaching, provide timely feedback and celebrate progress in ways meaningful to pupils

Inclusion, Integration and Reintegration

- Support planned integration and reintegration, preparing pupils for mainstream lessons, routines and social expectations
- Work collaboratively with mainstream colleagues to share strategies, adapt work and promote consistency of approach
- Contribute to transition planning into, within and out of the resource base, ensuring plans are relationally supported and responsive to pupil need
- Promote strengths-based narratives that build self-esteem, belonging and positive pupil identity.

Safeguarding, Wellbeing and Professional Responsibilities

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Safeguard pupils at all times, following school and local safeguarding procedures and working closely with the DSL team
- Maintain a learning environment that supports regulation and reduces risk, following agreed plans and guidance on positive handling where required
- Work professionally and reflectively, seeking support/supervision and contributing to a culture of learning and staff wellbeing
- Undertake duties in line with the Teachers' Standards, school policies and the SEND Code of Practice

Partnership with Families and External Agencies

- Build positive, respectful relationships with families, communicating progress, successes and concerns in a timely and sensitive way
- Contribute to multi-agency work as required (e.g. meetings, written contributions, implementing recommended strategies)
- Support the gathering of evidence for reviews and plans (e.g. individual support plans, annual review paperwork) as directed by the resource base lead/SENDCo

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Inclusion Base Teacher Person Specification – SEMH Specific

Essential

- Qualified teacher status (or equivalent recognised teaching qualification)
- Experience teaching pupils with SEMH and/or additional SEND, with strong understanding of trauma-informed, attachment-aware and nurture-based practice
- Strong classroom practice with evidence of quality-first teaching for pupils with SEMH and/or SEND, including adaptive teaching, positive behaviour support and the ability to build trusted relationships
- Commitment to inclusive, strengths-based practice and to maintaining high expectations for learning and personal development
- Secure understanding of safeguarding responsibilities and willingness to undertake relevant training
- Ability to work effectively as part of a team, including with support staff, mainstream colleagues and external professionals.

Desirable

- Experience working within a specialist resource base, alternative provision, nurture group or therapeutic provision
- Training in de-escalation, restorative approaches, TEAM-TEACH/positive handling or equivalent
- Experience contributing to EHCP outcomes, annual reviews and multi-agency planning
- Strong curriculum and pedagogical knowledge to close gaps for pupils with interrupted learning, including effective scaffolding and adaptive teaching
- Experience building positive relationships with families and working alongside external agencies (e.g. EP, CAMHS, SaLT) to implement recommendations
- Additional training/qualifications related to SEMH, mental health, neurodiversity or counselling-informed approaches

Personal qualities

- A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
- High expectations for pupil's attainment and progress
- Ability to work under pressure and prioritise effectively
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding and equality

Notes:

This job description and person specification can be amended at any time in consultation with the post holder.

Last review date: 01/06/2026

Next review date: June 2027

Head teacher's signature:

Date:

Post holder's signature:

Date:

Selection Process Details

Viewings

- Visits to West Hill Primary are welcomed and encouraged for anyone considering applying for this post
- To book in a visit please contact info@westhill.wandsworth.sch.uk

Completing your application

- Applicants are asked to read the details carefully, especially the Job Description and Person Specification.
- **Please make sure you clearly use the personal specification points to write a supporting statement with examples of practice, completing no more than two sides of A4.**
- Please complete all the standard information required on the application form. Failure to provide information requested may lead to your application being rejected.
- Please email your completed application and supporting statement to tahira.khan@westhill.wandsworth.sch.uk
- CV's will not be accepted.
- Successful candidates will be notified shortly after the application deadline.

Application deadline

- Completed application forms to be submitted by 9.00 am, Tuesday 6th October 2026.

Selection process

- The selection process may have a combination of tasks, activities and interview.
- Further details will be provided to the candidates shortlisted for interview.
- Interviews and selection tasks will be held week beginning 12th October 2026

References

- Candidates are advised that references may be taken up immediately after shortlisting.
- Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set.
- The post will be offered subject to satisfactory completion of pre-employment checks.

Safeguarding children

- Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.
- We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment. This post is subject to safer recruitment checks including an online search and enhanced DBS check.