



Enriching lives
Unleashing possibilities
Building futures



Workplace: Thorpe Hall Primary School - Opossum Federation contract

Start Date: September 2026

Level 3 SEMH Teaching Assistant

Thorpe Hall Primary School (Opossum Federation)

Start Date: September 2026

Salary: Scale 4 Points 7-11 (Outer London)

£30,288 - £32,070 Full time equivalent

£26059.07 - £27592.26 Pro rata

Contract: Permanent, 36 hours per week 44.86 weeks per year

The Role: Supporting Our New SEMH Provision

We are seeking 2 dedicated and resilient Level 3 Teaching Assistants to join our brand-new SEMH provision at Thorpe Hall Primary School. This is a pivotal new initiative for our school, designed to provide high-quality, specialised support for pupils with Social, Emotional, and Mental Health needs.

As key members of the founding team, you will support the launch and the subsequent expansion of the provision to 10 places. You will work closely with the Lead Teacher and federation leaders to ensure this new setting delivers the exceptional educational experiences our pupils deserve.

We are looking for candidates who:

- Share our vision and values and have a passion for making a difference in the education of pupils with SEMH needs.
- Enjoy working collaboratively to establish and grow a new school provision.
- Can build good relationships with all stakeholders, including families and external professionals.
- Have strong knowledge of SEMH needs and can adapt support to respond to the complex requirements of pupils.
- Are committed to promoting good outcomes and have high expectations of standards and behaviour.
- Are resilient, communicate effectively, and are dedicated team players.

Applications

To download an application pack, please visit any of the Opossum Federation school websites. Please submit all completed applications to hr@opossumed.org

- **Dawlish Primary School:** <https://www.dawlishprimary.co.uk/>
- **Newport School:** <https://www.newport.waltham.sch.uk/>
- **Oakhill Primary School:** <https://www.oakhillschool.org.uk/>
- **Thorpe Hall Primary School:** <https://www.thorpehallprimary.com/>

Only applications submitted on the school's application form will be considered.

Safeguarding Statement

Our federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All appointments are subject to pre-employment checks, including an enhanced DBS clearance and Satisfactory References. Candidates are required to submit a self-disclosure form with their application.

Closing date for applications: Sunday 7th June 2026

Enriching Lives, Unleashing Possibilities, Building Futures: The Opossum Ethos

At Opossum, we believe every child deserves an education that **engages, inspires, and challenges**, enabling them to reach their **full potential**. Our ethos is built on the foundation that learning should be **empowering, inclusive**, and designed to **spark curiosity**. We are committed to creating **safe, stimulating** environments where high expectations and independence drive everything we do.

We're not just focused on academic excellence; we are dedicated to developing well-rounded individuals who are **emotionally** and **morally** strong, ready to make a positive impact on the world. Our pupils leave us as **confident, highly-educated** members of the community, equipped to contribute with **empathy, open-mindedness**, and a deep appreciation for the **diverse communities** we serve.

How We Achieve It

- We raise achievement through **quality-first teaching** that sparks enthusiasm and motivates pupils to reach their highest potential.
- By placing students at the heart of our approach, we ensure they become **confident, resilient, and reflective independent learners**.
- We offer an innovative curriculum that ensures all children are **literacy** and **numeracy** confident, and develop the essential skills to thrive in an ever-changing world.
- Every child is **valued** in an atmosphere where they feel respected, supported, and part of our school community.

A Family of Schools

The **Opossum Federation** is a dynamic family of schools located in **east London**, within the borough of **Waltham Forest**. Our federation comprises:

- **Dawlish Primary School** (Leyton)
- **Newport School** (Leyton)
- **Oakhill Primary School** (Woodford Green)
- **Thorpe Hall Primary School** (Walthamstow)

In October and November 2024, two of our schools (Newport and Oakhill) were rated '**Outstanding**' in each category by **Ofsted**. Recent ungraded inspections at Dawlish (April 2023) and Thorpe Hall (December 2022) validated their '**Good**' Ofsted rating, showcasing our commitment to delivering **exceptional** education at all levels. We are proud of our team's **forward-thinking** and **proactive** approach, ensuring that we continuously improve and adapt to the evolving needs of our pupils and communities.

Why Join Us?

A Thriving, Supportive Team: Work with passionate, **forward-thinking** colleagues who share the same goal — ensuring every child's success and well-being.

Subjects are delivered skilfully. Teachers benefit from the support of specialist subject experts who are passionate about their work. They develop the curriculum and enhance teachers' subject knowledge very well. (Ofsted, November 2024)

The school promotes a culture of aspiration with the highest expectations for all pupils. (Ofsted, October 2024)

Pupils, staff and parents and carers are delighted to be a part of the school family. They see it as a warm, caring second home, where everyone is looked after. Staff know the pupils and families well. There is a true spirit of community here. (Ofsted, April 2023)

Respectful, Culturally Aware Pupils: Our pupils are highly respectful, show a deep understanding of other cultures, and exhibit **excellent behaviour**.

Starting in the nurturing early years environment, behaviour is exceptional (Ofsted, November 2024)

Pupils' behaviour is exemplary. They are kind, responsible and considerate, demonstrating high levels of self-control. (Ofsted, October 2024)

They value the extensive range of leadership posts they can apply for, such as being prefects, school councillors and librarians. Leaders are committed to making sure that every pupil has access to the visits, visitors, clubs and events that are available. (Ofsted, December 2022)

Leadership Excellence: Be part of a team led by **experienced, proactive, and supportive leaders** who are dedicated to your growth and success.

The school's vision of 'enriching lives, unleashing possibilities and building futures' is fully realised. (Ofsted, November 2024)

Leaders, including the governing body, have established an ambitious culture that places pupils' learning at the heart of everything that the school does (Ofsted, October 2024)

Dedicated, caring leaders and staff collectively share a commitment to excellence. (Ofsted, October 2024)

Outstanding Standards: Two of our schools are **rated 'Outstanding'** by Ofsted and two are **rated 'Good'**, underscoring our commitment to excellence in education.

Pupils' personal development is of exceptional quality. By Year 6, pupils are confident, mature individuals who are curious, knowledgeable and well-equipped to function effectively in society. (Ofsted, November 2024)

The curriculum is broad and highly ambitious. It helps pupils to deepen their knowledge and understanding. The wider curriculum provides many opportunities for pupils to develop as independent, confident and successful learners. As a result, pupils are exceptionally well prepared for the next stage of their education. (Ofsted, October 2024)

Leaders have developed an ambitious curriculum for pupils. They have thought about the knowledge and skills pupils need to know and when (Ofsted, April 2023)

A love of reading permeates across the whole school. All staff read to pupils daily during story times (Ofsted, December 2022)

Work-Life Balance: We offer a healthy **work-life balance**, ensuring that our staff can thrive both personally and professionally.

The school collaborates well with other primary schools. Staff are highly appreciative of the significant reduction in workload this brings (Ofsted, November 2024)

They (staff) appreciate how the school supports their well-being. (Ofsted, October 2024)

Staff said that leaders are approachable and helpful. They spoke highly of the consideration leaders show for their well-being. Staff enjoy collaborating with colleagues across the federation of schools. This reduces their workload and supports their professional learning. (Ofsted, April 2023)

Professional Growth: Our tailored **CPD programme** ensures that staff are supported in their

career development and given the tools to succeed.

Comprehensive Induction Programme: New staff benefit from a structured, supportive induction to help you settle in and succeed from day one.

Staff welcome the many professional development opportunities that enable them to advance their role, knowledge and skills. (Ofsted, November 2024)

Staff take pride in working here and value the extensive training provided for them. They appreciate how the school supports their well-being. (Ofsted, October 2024)

Leaders make good use of professionals from outside agencies to provide training for staff. This helps staff to provide bespoke support for pupils with complex and specific needs. (Ofsted, December 2022)

Well-Resourced Schools: Our schools are equipped with **modern resources**, including **staff laptops/Chromebooks**, and we integrate **Google for Education** to enhance teaching and learning.

JOB DESCRIPTION

As a Level 3 Teaching Assistant for the SEMH provision, you will be expected to:

Support & Implementation

- Support the Lead Teacher in managing the SEMH provision, assisting with its successful launch and expansion.
- Prepare and deliver specialised learning support tailored to pupils with complex SEMH needs.
- Assist in assessing and recording learning, utilising specialised tracking, as necessary, for small-step progress.
- Support the review and evaluation of EHCP targets.
- Support reintegration of pupils into mainstream education.
- Implement school behavioural policies, modelling positive behaviour approaches and trauma-informed practice.

General

- Develop supportive relationships with pupils.
- Communicate and consult with parents/carers, providing a bridge between home and school.
- Liaise with school staff, federation leaders, and external professionals (e.g. EPs, CAMHS) to support pupils' holistic learning.
- Participate in meetings, as deemed necessary, for the provision's development.
- Assist in providing oral and written assessments and reports relating to individual pupils.
- Work collaboratively within the school and federation, sharing specialist ideas and resources.
- Support the inclusion of pupils from the provision in wider school activities and performances.
- Participate in appraisal procedures and keep professional skills up to date.
- Promote the safeguarding and health of the whole school community by adhering to school policies and procedures.
- Support and implement the aims and values of the Opossum Federation.

PERSON SPECIFICATION

*N.B. All criteria are essential unless marked **D (Desirable)***

Qualifications

- Level 3 Teaching Assistant qualification or equivalent.
- Working towards NVQ Level 2 in English and Maths
- Appropriate first aid training
- Evidence of further professional development relevant to SEND/SEMH (**D**).

Experience

- Relevant experience in a Primary and/or Early Years setting.
- Proven experience working with pupils with Social, Emotional, and Mental Health needs. (**D**)
- Experience in a specialised SEND setting or provision (**D**).

Commitments

- A commitment to creating a learning environment which provides equal opportunities for all.
- A commitment to providing inclusive education within a specialised setting.
- A commitment to parental partnership in the learning process.
- A commitment to supporting learning through first-hand experiences and therapeutic problem-solving.
- A commitment to working within a multicultural environment.

Knowledge/Relevant Experience

- An understanding of the different ways in which pupils learn and the barriers presented by SEMH needs.
- An understanding of a range of support styles and therapeutic interventions.

- A deep understanding of the responsibility regarding the health, safety, and de-escalation of pupils.
- Familiarity with the SEN Code of Practice and EHCP processes.

Skills

- Evidence of the ability to communicate clearly and professionally, both orally and in written form.
- Evidence of the ability to organise and monitor the curriculum for a cohort with mixed ages, abilities and complex needs.
- Evidence of an ability and willingness to work cooperatively with colleagues, outside agencies, and parents.
- Evidence of the ability to support pupils towards self-discipline, setting clear boundaries while maintaining a nurturing environment.
- Evidence of the ability to effectively monitor and report on pupils' educational and social progress.
- Ability to use ICT effectively to support learning.