Foundry College
Budges Gardens, Wokingham
Berkshire, RG40 1PX

Tel: 0118 334 1510
admin@foundry.wokingham.sch.uk
www.foundry.wokingham.sch.uk

nurture • inspire • achieve

JOB DESCRIPTION

Job Title:	SEMH Transition Worker	**Job Ref:**	FC 051
Institution:	Foundry College	**Hours of Work:**	37 hours per week term time only (8 am – 4 pm)
Reports To:	EBSA Bridge Lead Teacher	**Location:**	Foundry College EBSA Hub & Mainstream Partner Schools (WBC)
Grade: **Employment Status:**	7 Permanent	**Salary:**	SCP 25 – 29 pro rata FTE £37,563 - £41,177 **Actual £32,597 - £35,734**

At Foundry we aim to work towards our Vision through our Values:

Nurture. Inspire. Achieve.

College Vision:

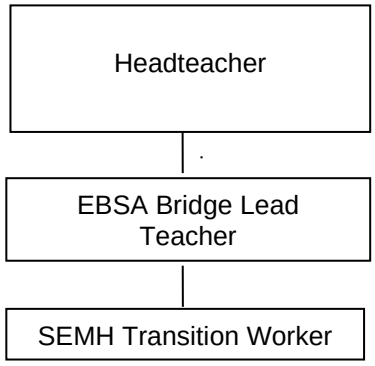
Foundry College is committed to: -

- Excellence that inspires learning, achievement and enjoyment for all
- Supporting all learners to thrive in a challenging and safe environment
- Promoting respect, nurturing the positive and developing skills for life.

Role Purpose

At Foundry College, our Emotionally Based School Avoidance (EBSA) Bridge acts as a vital bridge for young people experiencing severe anxiety, emotional barriers, and attendance challenges. As an SEMH Transition Worker, you will play a transformative role within the EBSA Bridge as part of a collaborative, reflective professional team. Your core mission is to support pupils through their emotional regulation journey and expertly guide them through a phased, low-anxiety transition back into their mainstream schools. You will work on-site within the Bridge, accompany pupils during outreach visits, and collaborate closely with mainstream school staff to ensure sustainable, long-term reintegration.

Organisation Chart:



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Health and Safety Responsibilities

In accordance with the provision of the Health & Safety at Work Act 1974 etc. take reasonable care for the health and safety of yourself and of other persons who may be affected by your acts or omissions at work; and co-operate with the Council to enable the Council to perform or comply with its duties under statutory health and safety provisions.

Summary of Main Contacts

- Headteacher
- Parents / Carers
- Teachers
- Other school / college staff
- Management Committee
- Other professionals
- Pupils
- Other WBC staff and services

Key Responsibilities

- **EBSA Hub Support & Mentoring:** Work intensively with pupils within the EBSA Bridge, delivering tailored 1:1 and small group interventions focused on emotional literacy, anxiety management, and confidence-building.
- **Transition Planning & Execution:** Design, coordinate, and implement individualised 1:1 transition plans for pupils moving from the EBSA Bridge back into their mainstream school settings ensuring each pupil builds resilience rather than dependency on their Transition Worker
- **Accompanied Reintegration:** Act as a familiar, trusted bridge by physically accompanying pupils during initial visits, phased timetables, and reintegration sessions at their mainstream schools.
- **Mainstream Staff Collaboration:** Work alongside mainstream school teachers, pastoral teams, and SENCOs to share trauma-informed strategies, adapt environments, and foster a welcoming, understanding culture for returning pupils.
- **Multi-Agency and Family Liaison:** Maintain open, compassionate communication with parents, carers, and external agencies (such as educational psychologists or CAMHS) to ensure a unified, low-stress support network.
- **Progress Tracking:** Monitor and evaluate pupil engagement, attendance milestones, and emotional well-being using structured tracking tools to measure the success of the transition process.
- **Safeguarding and Welfare:** Champion Foundry College's safeguarding and welfare policies, ensuring that all environments—both on-site and during external school visits—are safe and secure.

Additional Information

- Foundry College is committed to safeguarding children and promoting the welfare of children and young people / vulnerable adults and expects all employees, workers and volunteers to share this commitment. We will ensure all our recruitment and selection practices reflect this commitment.
- This post is subject to an Enhanced DBS check. As with all posts, the successful applicant will be required to provide proof of their right to work in the UK and, if they have lived abroad, overseas police clearance/s will need to be sought.
- CVs will not be accepted.

Transport

- You must be able to meet the travel requirements of the post.

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*As part of the pre-employment checks that are undertaken for this role, you will be asked to complete a Pre-Employment Medical Questionnaire. The questionnaire is confidential, and is screened by our Occupational Health Department, who will ensure that you are medically fit for this role before being formally offered the position.

PERSON SPECIFICATION

Please ensure that you read the person specification carefully as this will be used to assess candidates as part of the shortlist and interview process.

E = Essential to carry out role to minimum
D = Desirable but not essential to carry out the role

	Essential	Desirable
Qualifications:		
Relevant qualification in education, youth work, mental health, or social care (or equivalent professional experience)	√	
Specialised training in EBSA, mental health first aid, ELSA, or trauma-informed practice		√
Experience:		
Proven experience supporting children and young people with anxiety, emotional barriers, SEMH needs, or school avoidance	√	
Experience working within both specialist/alternative provision and mainstream school environments.		√
Knowledge:		
Strong understanding of Emotionally Based School Avoidance (EBSA), anxiety cycles, and low-arousal de-escalation approaches	√	
Familiarity with SEND frameworks, EHCP annual reviews, and mainstream pastoral systems		√
Skills:		
Exceptional interpersonal, active listening, and bridge-building skills with hard-to-reach young people and families	√	
The ability to balance deep nurturing and empathy with the boundaries required to foster pupil independence	√	
Excellent professional diplomacy and advocacy skills; the ability to advocate for the young person's emotional needs constructively, even in high-pressure mainstream school environments	√	
Strong administrative and organisational skills for tracking phased transition timetables and progress data.		√
Attributes:		
Deeply patient, empathetic, resilient, highly adaptable, and capable of instilling calm in anxious situations	√	
Confidence to represent the values of Foundry College when onsite at mainstream schools.	√	
A full UK driving license and access to a vehicle for travel between the EBSA Hub and mainstream schools.		√