

Teaching Assistant Job Description

Alternative Provision

Responsible to: Deputy Headteacher / SENCO / Inclusion Lead

Salary Scale: LSEAT Harmonised Scale 13-16

Contract Type: Permanent

Hours: 32.5 hours per week, 39 weeks per year (Term Time Only)

Main Purpose of the Role

To work alongside teaching staff and pastoral teams to support pupils with Social, Emotional and Mental Health (SEMH) needs, additional learning needs and those who may be disengaged from education.

The Teaching Assistant will provide targeted academic, pastoral and behavioural support to enable pupils to overcome barriers to learning, regulate their emotions, improve attendance and engagement, and achieve positive educational outcomes.

The postholder will contribute to creating a safe, nurturing and inclusive environment where pupils feel valued, supported and able to succeed. The role requires a relational and trauma-informed approach, promoting resilience, independence and positive behaviour whilst maintaining high expectations for all learners.

Key Responsibilities

Supporting Learning

- Support pupils within lessons, intervention sessions and alternative learning activities to maximise engagement and achievement.
- Work with individuals and small groups to deliver targeted interventions agreed by teaching staff.
- Adapt support strategies to meet the diverse learning, emotional and behavioural needs of pupils.
- Reinforce lesson objectives and learning outcomes under the direction of the teacher.
- Support pupils to develop literacy, numeracy, communication and social skills.
- Contribute to the assessment and review of pupil progress and targets.

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- Encourage pupils to become independent learners and take responsibility for their own progress.

Behaviour and Emotional Support

- Build positive and professional relationships with pupils based on trust, consistency and high expectations.
- Act as a positive role model, promoting self-regulation, resilience and positive decision-making.
- Support pupils experiencing emotional distress or dysregulation using recognised de-escalation and restorative approaches.
- Help pupils identify and overcome barriers to learning, attendance and personal development.
- Promote positive behaviour and reinforce the academy's behaviour expectations consistently.
- Contribute to Behaviour Support Plans, Risk Assessments and individual intervention programmes.
- Record and monitor behaviour incidents, interventions and outcomes accurately.

Pastoral and Inclusion Support

- Provide pastoral support to pupils who may be vulnerable, at risk of exclusion or experiencing difficulties affecting their education.
- Encourage attendance, punctuality and participation in education.
- Support pupils during transitions, reintegration programmes and changes in provision.
- Promote inclusion, equality and respect throughout the academy.
- Encourage pupils to develop positive relationships with peers and adults.
- Support pupils in developing confidence, self-esteem and social skills.

Working with Families and Professionals

- Develop constructive relationships with parents, carers and families to support pupil progress and wellbeing.

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- Participate in review meetings and contribute relevant information regarding pupil progress, attendance and wellbeing.
- Work collaboratively with teachers, pastoral teams, SENCOs, safeguarding staff and external agencies.
- Support the implementation of recommendations from Education, Health and Care Plans (EHCPs) and professional reports.

Safeguarding and Welfare

- Promote and safeguard the welfare of children and young people at all times.
- Report safeguarding concerns promptly and appropriately in accordance with academy policies and statutory guidance.
- Maintain professional boundaries and confidentiality.
- Contribute to the creation of a safe and supportive learning environment.
- Follow academy procedures relating to safeguarding, health and safety, behaviour and data protection.

Physical Intervention and Positive Handling

- Participate in approved positive handling and de-escalation training.
- Use authorised positive handling techniques only as a last resort and in accordance with academy policy and training.
- Support colleagues in maintaining a safe learning environment when required.

Professional Responsibilities

- Attend training and professional development relevant to the role.
- Contribute positively to the wider life of the academy.
- Work flexibly across sites and provisions where required.
- Undertake any other duties commensurate with the grade and purpose of the role.

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Person Specification

Essential Qualifications

- GCSE Grade 4/C or above (or equivalent) in English and Mathematics.
- Relevant Level 2 Teaching Assistant qualification or willingness to work towards one.
- Commitment to ongoing professional development.
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Desirable Qualifications

- Qualification in Education, Youth Work, Child Development, Behaviour Support or a related field.
- Team Teach, PRICE or equivalent positive handling training.
- Trauma-Informed Practice training.
- Mental Health First Aid qualification.

Essential Experience

- Experience working with children or young people in an educational, youth work or support setting.
- Experience supporting pupils with behaviour, SEMH needs or additional needs.
- Experience working as part of a multidisciplinary team.
- Experience supporting vulnerable or disengaged learners.

Desirable Experience

- Previous experience within an Alternative Provision, SEMH school or PRU.
- Experience delivering interventions and mentoring programmes.
- Experience of restorative and trauma-informed approaches.
- Experience supporting pupils with EHCPs.

Knowledge and Skills

- Understanding of SEMH needs and barriers to learning.
- Understanding of safeguarding and child protection responsibilities.
- Ability to build positive relationships with challenging and vulnerable pupils.
- Strong communication and interpersonal skills.
- Effective behaviour management and de-escalation techniques.
- Good record keeping and administration skills.
- Ability to remain calm under pressure and work flexibly.
- Competent use of ICT, including Microsoft Office and school management systems.

Personal Qualities

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- Resilient, patient and emotionally intelligent.
- Professional, approachable and trustworthy.
- Positive role model with high expectations.
- Flexible and adaptable in a changing environment.
- Committed to inclusion and improving outcomes for vulnerable young people.
- Strong team player with excellent organisational skills.
- Commitment to safeguarding and promoting the welfare of children and young people.

Safeguarding Statement

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to enhanced DBS checks and all safer recruitment procedures.

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