

Main purpose of the Role

The Teaching Assistant (TA) will:

- Provide high-quality learning and pastoral support for pupils with Social, Emotional and Mental Health (SEMH) needs.
- Work closely with teachers and behaviour leads to deliver adapted learning, emotional regulation routines and personalised support.
- Help pupils manage emotions, build resilience and re-engage with learning.
- Contribute to a safe, therapeutic, consistent and relational school environment where pupils feel supported, valued and able to thrive.

Key Duties and Responsibilities

A. Supporting pupils

- Build safe, trusting and consistent relationships with pupils, using trauma-informed and attachment-aware approaches.
- Support pupils in managing emotions, anxiety, frustration and social challenges, using de-escalation and co-regulation.
- Reinforce positive behaviour, resilience and self-esteem through clear expectations, encouragement and relational support, responding to behaviours that challenge through agreed de-escalation, physical intervention and physical intervention techniques
- Support learning by:
 - Breaking tasks down and explaining concepts clearly.
 - Providing 1:1 or small-group support.
 - Helping pupils stay focused and complete work.
- Promote independence, confidence and positive decision-making.
- Supervise pupils in classrooms, social areas and during transitions, ensuring safety and positive routines.
- Support pupils during enrichment activities, community visits, sports, outdoor learning and therapeutic sessions.
- Encourage appropriate social interaction, communication skills and emotional literacy.

B. Supporting Teaching and Learning

- Work under the direction of teachers to deliver personalised learning activities.
- Follow individual support plans, behaviour plans, risk assessments and SEMH strategies.
- Implement targeted interventions such as:
 - Emotional regulation sessions
 - Social skills groups

- Resilience-building activities
- Literacy and numeracy support
- Provide feedback and observations to help assess pupils' progress, barriers and triggers.
- Help maintain a structured, calm and purposeful classroom environment.
- Support the class during short periods when the teacher is in meetings or reviews.
- Assist supply teachers by providing continuity regarding pupils' needs and routines.

C. Supporting the School

- Contribute to communication with parents/carers, including behaviour logs and pastoral updates.
- Work collaboratively with the pastoral team, behaviour leads, SENCo and external agencies.
- Support daily duties such as breaktime, lunchtime and arrival/departure routines.
- Assist with resources, displays and organisation of learning environments.
- Attend training, briefings, meetings and school INSET days.
- Follow all policies, including safeguarding, behaviour, attendance, health & safety and confidentiality.
- Carry out any reasonable duties requested by senior leaders to support school operations.

D. Professional Development

- Engage in ongoing training in:
 - Trauma-informed practice
 - De-escalation and positive handling
 - Emotional regulation strategies
 - Mental health awareness
- Reflect on personal practice and take part in appraisal and supervision.
- Stay informed about best practice in SEMH education.

Safeguarding

- All staff must follow statutory safeguarding guidance (*Keeping Children Safe in Education*) and the school's safeguarding and child protection policies.
- Staff must prioritise pupil safety, welfare and dignity at all times.

This job description sets out the main duties of the post at the date it was drawn up. However, it is not intended to be an exhaustive or definitive list. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. You may be required to carry out other duties commensurate with your role.

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and training	<ul style="list-style-type: none"> GCSE English and Maths (Grade 4/C or equivalent). Willingness to undertake training in behaviour support, safeguarding, de-escalation and first aid. 	<ul style="list-style-type: none"> Level 2/3 Teaching Assistant, youth work or childcare qualification. Training in Team Teach or another accredited positive handling approach. Mental health, counselling, mentoring or coaching training.
Experience	<ul style="list-style-type: none"> Experience working with children or young people in education, youth work, care or community settings. Experience supporting pupils with behavioural, emotional or mental health needs (formally or informally). 	<ul style="list-style-type: none"> Experience within an SEMH school, AP, PRU or behavioural support environment. Experience delivering small-group or 1:1 interventions. Experience supporting pupils with trauma, attachment needs or anxiety.
Skills and knowledge	<ul style="list-style-type: none"> Strong communication skills and the ability to build positive, trusting relationships with pupils. Understanding of SEMH needs and the challenges faced by pupils with adverse experiences. Ability to support emotional regulation, behaviour routines and relational approaches. Ability to stay calm, consistent and supportive during dysregulation or conflict. Understanding of safeguarding responsibilities. Ability to follow behaviour plans, risk assessments and personalised strategies. Good organisational skills and ability to prioritise. Basic ICT skills to support learning and record-keeping. 	<ul style="list-style-type: none"> Knowledge of restorative practice, Zones of Regulation or therapeutic approaches. Understanding of emotional literacy, behaviour theory or trauma-informed education. Ability to adapt learning resources for pupils with barriers to engagement.

Personal qualities	<ul style="list-style-type: none"> • Empathetic, patient and emotionally resilient. • Positive, reflective and committed to helping pupils overcome barriers. • Able to work effectively within a team and contribute to a supportive staff culture. • Committed to equality, inclusion and pupil wellbeing. • Reliable, flexible and able to respond to changing needs calmly and professionally. 	<ul style="list-style-type: none"> • Ability to inspire, motivate and build trust with pupils who may find school challenging. • Creative, solutions-focused and keen to contribute to whole-school development.
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