

Job Description

Job Title: Teaching Assistant

Reports to: Headteacher, Class Teacher

The post holder will be expected to liaise with staff across the organisation to ensure a consistency of approach regarding standards, support, transition and quality of provision.

Review and Amendment: This job description will be reviewed annually and may be subject to modification and amendment following consultation between the Headteacher and the post holder.

Purpose of the Job

To work under the direct instruction of the Senior Leadership Team, usually within a designated learning environment alongside a Teacher, to support access to learning for pupils and provide general support in the management of pupils and the classroom. Work will frequently be undertaken outside the main teaching area throughout the school environment.

The role requires a commitment to the school's relational, trauma-informed and neuro-affirming approach, supporting pupils' learning, development and well-being through attuned, responsive practice. This includes working within an Ask–Accept–Develop (AAD) framework and contributing to an integrated model of education and therapy.

To share the school's responsibility to support and promote the learning, personal development and well-being of all pupils.

Key Result Areas

To work under direct supervision/instruction to support access to learning by:

- Attending to the welfare, communication and learning needs of pupils;
- Promoting social and emotional development through relational, trauma-informed approaches that support regulation, safety and self-esteem;
- Working with and leading small groups or one-to-one sessions, adapting approaches in response to pupil need;
- Undertaking general clerical/organisational support for the teacher.

General Responsibilities

The post holder will:

- Safeguard and promote the welfare of children and young people;
- Work in accordance with professional practice, statutory and legal requirements and the policies of Mountfield Heath School;
- Take on specific tasks related to the day-to-day administration and organisation of the school;
- Take responsibility for specific areas of work, contributing to a reflective and developmental performance management cycle;
- Take on any additional responsibilities, which might from time to time be determined.

Duties and Accountabilities

The post holder will support the teacher by:

- Preparing the classroom and other learning environments to meet sensory, communication and regulation needs, and clearing afterwards;
- Assisting with the display of pupils' work in ways that celebrate process, engagement and achievement;
- Being aware of individual pupil needs, developmental stage, therapeutic input and progress, and reporting concerns appropriately;
- Undertaking pupil record keeping and contributing to meaningful assessment (e.g. observational evidence, engagement, interaction and progress over time);
- Working within planned learning activities and contributing to planning for individual pupils;
- Supporting the implementation of integrated education and therapy strategies as directed (e.g. SALT, OT, sensory or regulation approaches);
- Working with the teacher to support co-regulation and positive behaviour, recognising behaviour as communication;
- Gathering and reporting information to/from parents/carers as directed;
- Providing clerical/administrative support (e.g. photocopying, typing, filing);
- Communicating with external parties regarding pupils' achievements, progress and well-being, including daily handovers where appropriate.

The post holder will support pupils by:

- Supervising and supporting pupils, ensuring their safety, emotional security and access to learning;
- Implementing agreed educational, therapeutic, social and behavioural approaches within a consistent, trauma-informed framework;
- Building trusting relationships with pupils through attuned, responsive interaction, acting as a positive role model;
- Supporting pupils to develop independence, including personal care where required;
- Promoting inclusion, acceptance and a sense of belonging for all pupils;
- Encouraging communication, interaction and engagement, recognising and responding to individual communication styles;
- Supporting pupils to develop autonomy through the Ask–Accept–Develop approach:
 - Ask – noticing, interpreting and responding to pupil communication and cues
 - Accept – validating pupil experience and supporting regulation
 - Develop – gently extending learning, interaction and independence
- Encouraging pupils to act independently as appropriate, recognising developmental readiness.

The post holder will support the curriculum by:

- Supporting pupils to access, understand and engage with learning through adapted communication and scaffolding;
- Supporting pupils in literacy, numeracy and wider curriculum areas as directed by the teacher;
- Preparing and maintaining resources, including those that support sensory, communication and therapeutic needs;
- Leading and reviewing planned activities, adapting in response to pupil engagement and need;
- Contributing to a curriculum that prioritises engagement, communication, independence and preparation for life.

The post holder will support the school by:

- Being aware of and complying with safeguarding, child protection, health and safety, confidentiality and data protection procedures;
- Supporting a culture of high expectations, inclusion and respect for difference;

- Contributing to the overall vision, values and ethos of the school, including a commitment to traumainformed and relational practice;
- Working collaboratively with a multi-disciplinary team, including therapists and other professionals;
- Attending relevant meetings as required;
- Participating in training, including ongoing development in SEND, communication, trauma-informed practice and integrated approaches;
- Supporting pupils during unstructured times (e.g. lunch), modelling and facilitating positive social interaction;
- Accompanying staff and pupils on visits, trips and off-site learning as required.

Health and Well-Being

The post holder will:

- Be aware of current legal requirements and guidance relating to safeguarding and well-being;
- Identify potential signs of abuse or neglect and follow safeguarding procedures;
- Recognise when pupils’ development or well-being may be affected by wider factors, and seek support appropriately;
- Contribute to a safe, predictable and emotionally supportive environment for all pupils.

Team Working and Collaboration

The post holder will:

- Work as part of a collaborative, multi-disciplinary team;
- Engage in reflective practice and share effective approaches with colleagues;
- Contribute to a consistent, whole-school approach grounded in AAD, trauma-informed practice and integrated provision.

Other Duties and Responsibilities

A job description can never be fully descriptive or exhaustive. It is expected that staff will respond to unforeseen circumstances and emergencies as they arise, commensurate with their role, qualifications and experience.

Person Specification	Essential	Desirable	Measured by Application From/Interview
Qualifications and Training			
GCSE grade C or above in both Maths and English	√		A
Willingness to undertake training	√		I
Good literacy and numeracy	√		A / I
Full driving licence	√		A
Qualification related to child or social care		√	A
Current first aid qualification		√	A
Experience			

Experience of working with young people preferably in an education setting		√	A / I
Knowledge and Understanding			
Understanding / knowledge of safeguarding	√		A / I
Understanding / knowledge of pupils with special educational needs (SEND)	√		A / I
Understanding / knowledge of assessment tools		√	I
Understanding / knowledge of local and national learning strategies		√	A / I
Skills			
Ability to work as part of a team	√		A / I
Able to organise, prioritise and complete tasks efficiently	√		A / I
Flexible approach to working	√		I
Ability to build relationships with children and young people	√		A / I
Able to deal with problems in a positive and systematic manner	√		I
Ability to use own initiative	√		A / I
Able to recognize behaviour in children which gives cause for concern and follow school procedures	√		A / I
Competent in the use of ICT	√		A / I
Able to work effectively as part of the whole school team	√		A / I
Able to communicate effectively both orally and in writing	√		A / I
Personal Characteristics			
Punctual and reliable	√		A / I
Calm under pressure	√		A
Self-motivated	√		A
Positive and energetic approach to work	√		A / I
Versatile and flexible	√		A
Willing to learn from the good practice of others	√		A / I

We are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974. Any offer of employment will be subject to an enhanced DBS check.