Post title:	**Teaching Assistant (1:1)**
Salary and grade:	NJC 7-12 £22,327 - £24,183
FTE:	£27,275 - £29,542
Line manager/s:	Jake Bower

Main purpose of the job:

To work under the guidance of teaching/ senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom, including assisting with the general care and needs of pupils. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in short term planning and recording, and the management/ preparation of resources. Individual staff will support, with others, an agreed area/ school initiative through attendance at suitably arranged meetings in school time, collective completion of agreed tasks, reports, records or other information as required and as part of this small group. This role may involve working off site with a pupil on a 1:1 basis. This role will involve assisting the teacher in the management/ preparation of resources. To support pupils, giving adequate opportunity for developing independence, with learning activities as directed by teaching / senior staff.

As a Teaching Assistant in a Social, Emotional, and Mental Health (SEMH) school, your key responsibilities will include providing tailored support to students with complex needs, fostering a safe and nurturing learning environment. You will work closely with teachers to deliver individualised learning plans, supporting students both academically and emotionally to help them achieve their potential. Building strong, positive relationships with pupils to encourage engagement and resilience will be crucial, along with promoting their social and emotional development. You will assist in managing classroom behaviour, implementing de-escalation strategies, and ensuring a calm atmosphere conducive to learning. Additionally, you may contribute to planning activities, monitoring progress, and communicating effectively with parents, carers, and other professionals to support the holistic needs of the students. Adaptability, empathy, and a proactive approach are essential for this role.

The TA may take responsibility for short term planning for a few regular sessions, agreed between the TA and teacher, and authorised by the Principal/Line Manager. The primary focus will be to ensure continued high-quality learning and pupil achievement.

Key duties and responsibilities

Pupil Progress

- Establish positive and effective relationships with pupils, acting as a role model and responding appropriately to individual needs
- Promote the inclusion and acceptance of all pupils within the classroom
- Encourage pupils to interact and work co-operatively with others and engage all pupils to participate and achieve in learning activities
- Promote independence and employ strategies to recognise its achievement
- Be aware of pupil problems/progress/achievements and report to the Teacher as agreed
- Supervise and support pupils, ensuring their safety and access to learning and participate in formulating risk assessment on an ongoing basis
- Support individualised learning plans tailored to pupil needs and EHCP targets
- Monitor academic and emotional development through daily reflection and tracking systems
- Provide consistent encouragement to build confidence, resilience, and independence

- Adapt strategies to meet fluctuating engagement or emotional states
- Celebrate small achievements to reinforce progress and foster motivation

Professional Practice

- Support the Class Teacher with children's access to learning, by facilitating access to the lesson content and materials
- Maintain, develop and apply professional knowledge to enable effective teaching and learning support
- Share such knowledge with colleagues to improve whole school effectiveness
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Respond quickly and appropriately to demands made by individual pupils to meet their needs, educational outcomes and EHCP targets
- Understand and apply the principles of good classroom management
- Understand and apply a range of appropriate support strategies
- Administer medication as appropriate and with appropriate training
- Prepare the classroom, as directed, for lessons, clear away afterwards and assist with the display of pupils' work
- Maintain a positive approach to behaviour, be relational and believe in unconditional positive regard approaches and be trauma-aware
- Reflect regularly on interactions and adapt practice based on pupil responses
- Participate in staff training on SEMH strategies, de-escalation, and therapeutic support
- Collaborate with teachers and multi-agency professionals to ensure a joined-up approach
- Maintain clear and respectful communication with pupils, families, and colleagues

General Duties

- Engage as an active member of the school team.
- Be a flexible and supportive member of the team.
- Be willing to undertake professional development where appropriate.
- Engage and motivate pupils
- Improve the quality of pupils' learning
- Inspire trust and confidence in pupils and colleagues
- Build team commitment with colleagues and in the classroom
- Demonstrate analytical thinking.
- Demonstrate empathy with and an appreciation of the care needs of pupils.
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Provide structured 1:1 support in lessons, transitions, and break times
- Prepare and adapt resources to meet individual learning needs
- Help pupils regulate their emotions and behaviour using tailored techniques
- Record and report any incidents, observations, or concerns in line with school procedures
- Deliver offsite sessions focused on life skills, such as budgeting, travel training, and cooking
- Support participation in community-based experiences to build confidence and independence
- Foster communication and social skills in real-world environments
- Create structured plans linked to Preparing for Adulthood outcomes (e.g. employment, housing, health, relationships)
- Liaise with external agencies to facilitate transitions beyond school

Whole School Ethos

- Initiate, contribute to, or respond in a timely manner with respect to child safeguarding procedures
- Make effective use of all resources, including ICT and personnel
- Contributes towards the School's Vision and Values, particularly promoting the careers, enterprise and developing positive outcomes for all our learners
- Understands and works to the expectations set out within the Trust/school policies.
- Use the performance management process to establish targets to develop yourself and support school improvement
- Promote the wider aspirations of the school.
- Promote school values such as respect, trust, and accountability through daily interactions
- Contribute to a nurturing, inclusive atmosphere where every pupil feels safe and valued
- Support restorative practices and positive behaviour management
- Participate actively in school life, events, and initiatives
- Be a role model of calm, consistency, and patience

- Equal Opportunities Policy and Strategy;
- Information and Data Security Policies;
- ESFA's Financial Regulations as set out in the Academy Handbook;
- Health and Safety at Work Act (1974) (and subsequent health and safety legislation);
- Data Protection Act 2018;
- Information Records Management Toolkit for Schools.

These duties and responsibilities should be regarded as neither exclusive nor exhaustive as the post holder may be required to undertake other reasonably determined duties and responsibilities, commensurate with the grading of the post, without changing the general character of the post.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding

Nexus MAT is committed to safeguarding and promoting the welfare of children and young people. The highest priority must be given to following the guidance and approaches to safeguard children and follow all safeguarding procedures outlined by the MAT and member schools.

Person Specification

		Essential	Desirable
Qualifications & Skills	GCSE's or equivalent in Maths and English, Grade C or above / 4-9 / equivalent	x	
	NVQ Level 3 or working towards		x
	First Aid at Work		x
	Qualifications in aspects of SEN specific provision e.g. PECS, Makaton, TEACCH, behaviour management, Team Teach		x
Knowledge & Experience	Experience of working within an educational or care setting with adults or young people. Experience of working with young people or adults with SEMH and ASD	x	
	Have experience of working 1:1 or with small groups	x	
	Experience of working in special schools with a range of pupils with SEN		x
	Functional ICT Skills	x	
	Have up to date knowledge of relevant legislation and guidance in relation to working with and the protection of your people		x
Personal Effectiveness	Passionate about education	x	
	Awareness of confidentiality and the ability to deal appropriately with sensitive or difficult situations		x
	To display the highest levels of integrity and complete trustworthiness and discretion		x
	Be a problem solver, and to be able to reflect upon one's own practice	x	
	Good oral and written communication skills	x	
	Good interpersonal skills		x
Thinking Ability & Mental Demands	Ability to deal with challenging behaviour	x	
	Ability to motivate and encourage pupils	x	
	Ability to observe and monitor progress and maintain records		x
	Able to prioritise and organise work effectively, and to remain calm under pressure	x	

		Essential	Desirable
Personal Qualities	A commitment to safeguarding and promoting the welfare of children. Has up to date knowledge of relevant legislation and guidance in relation to working with and the protection of young people.	x	
	Proactive approach to work being responsive, empathetic and supportive to all within the school		x
	Able to establish effective relationships with those working in and with the school	x	