

Senior Lead Teaching Assistant (Support For Learning)

Job Details

Job Title	Senior Lead Teaching Assistant (Support For Learning)
Salary	Grade 6 Point 20 – 25. Actual Salary £28,159 to £31,412
Contract Type	Permanent, Term Time Only
Responsible to	Headteacher
Location	Meade Hil School
Working Pattern	Full-time, 35 hours per week
How To Apply	Apply via SAM Recruit or email HR at hr@ambitioncommunity.uk with a completed job application form

Review and Amendment

This job description is intended to provide a clear outline of the main duties and responsibilities of the post; however, it is not exhaustive. The duties and responsibilities may be amended from time to time, in consultation with the postholder, to reflect the changing needs, priorities and requirements of the Trust.

The job description will be formally reviewed annually as part of the Trust's appraisal and performance management process. The Headteacher, in consultation with the HR, may make reasonable amendments to the duties and responsibilities of the post where required to meet operational or organisational needs, provided that such changes remain appropriate to the grade, level and overall purpose of the role.

Any significant or material change to the nature or level of the post will be considered through the Trust's appropriate job evaluation and review processes.

Job Purpose

Working as part of the school's Support for Learning, pastoral and inclusion provision and reporting directly to the Head Teacher, the Support for Learning Lead will provide professional leadership and support in relation to pupil behaviour, emotional regulation, inclusion, safeguarding and pupil wellbeing.

The postholder will lead the development of provision for pupils experiencing emotional school-based dysregulation and social, emotional and mental health (SEMH) needs, supporting pupils to engage positively with learning, achieve their potential and thrive within a therapeutic and inclusive environment.

The postholder will support and manage challenging behaviour effectively in accordance with the school's Behaviour Regulation Policy and Therapeutic Framework, promoting positive relationships and supporting pupils to develop appropriate strategies for emotional regulation, communication and behaviour.

The role will lead on the effective use of IRIS, quality assure staff recording and reporting, oversee mental health screening processes and analyse behaviour, wellbeing and safeguarding data to identify trends, patterns and areas of concern, providing clear information and recommendations to the Head Teacher to support effective decision-making and appropriate intervention.

The postholder will take responsibility for the effective management of the school's CALM Rooms and support the implementation of Trust and Federation initiatives, including Conflict Resolution, Restorative Practice, Emotion Coaching and Hacking for Behaviour, promoting the principles of Relational Inclusion throughout the school community.

The postholder will line manage Teaching Assistants and other designated support staff, providing guidance, coaching and professional support to ensure high standards of practice and consistency across the school.

Working closely with pupils, parents and carers, staff and external agencies, the postholder will support positive outcomes for pupils and families through effective partnership working, referrals, signposting and early intervention.

This is a challenging and highly relational role requiring emotional resilience, professional judgement, excellent communication skills and the ability to remain calm and effective when working with pupils and families experiencing complex circumstances. The postholder will be required to work under pressure, meet deadlines, make confident decisions within the direction of the Head Teacher and adapt to the changing needs of the school.

Key Responsibilities

Area	Key Responsibilities
Support for Learning & Inclusion	Provide professional support and leadership in relation to pupil behaviour, emotional regulation, wellbeing and inclusion. Promote an inclusive approach that recognises and responds to the individual needs of pupils.
Behaviour & Regulation	Support and manage challenging behaviour effectively in accordance with the school's Behaviour Regulation Policy, Therapeutic Framework and other relevant procedures. Promote consistent approaches to behaviour and emotional regulation across the school. Support and manage challenging behaviour effectively in accordance with the school's Behaviour Regulation Policy, Therapeutic Framework and other relevant procedures. Promote consistent approaches to behaviour and emotional regulation across the school. Lead and model restorative and therapeutic approaches to behaviour management, supporting staff in responding effectively to dysregulated behaviour.
Pupil Relationships	Build and maintain strong, positive and professional relationships with all pupils. Develop an understanding of individual pupils' needs and circumstances and use this knowledge to support positive behaviour, emotional regulation and inclusion.
Behaviour Data & Analysis	Lead on the collection, monitoring and analysis of behaviour data. Identify trends, patterns, recurring concerns and areas for improvement and report findings to the Head Teacher. Use data to inform interventions and support strategic decision making.
Emotional Regulation & Mental Health	Lead the development and coordination of provision for pupils experiencing emotional school-based dysregulation and SEMH needs. Oversee the use of pupil wellbeing and mental health screening tools, analysing outcomes to identify needs, inform interventions and monitor impact. Support pupils to develop emotional regulation, resilience and positive strategies for managing emotions and behaviour.

IRIS & QA Reports	Lead on IRIS and QA staff reports, ensuring that information is recorded accurately, consistently and within required timescales. Review information to identify patterns, concerns and areas requiring further action or support. Ensure staff are appropriately trained in the use of IRIS and that incident records, debriefs and related documentation are completed accurately and within agreed timescales.
Staff Direction & Support	Provide staff with clear guidance and direction in relation to behaviour management and pupil safety, in accordance with school policies and procedures. Support colleagues to develop confidence and consistency in managing challenging behaviour. Provide guidance, support and direction to Teaching Assistants and other support staff in relation to behaviour management, pupil safety and emotional regulation. Support colleagues to develop confidence and consistency in managing challenging behaviour.
Trust Initiatives	Lead and support the implementation of Trust and Federation initiatives including Conflict Resolution, Restorative Practice, Emotion Coaching, Hacking for Behaviour and positive behaviour support approaches.
Relational Inclusion	Promote the Trust's vision of Relational Inclusion, ensuring that pupils are supported through positive, respectful and restorative relationships. Encourage approaches that recognise the underlying needs and experiences that may contribute to behaviour and barriers to learning.
Team Teach	Support the consistent and safe implementation of Team Teach and other approved positive handling approaches. Provide guidance to staff in relation to de-escalation, conflict resolution and responding appropriately to challenging or distressed behaviour, in line with training, school policy and safeguarding requirements.
Safeguarding	Contribute actively to the school's safeguarding culture. Identify and report safeguarding concerns promptly and in accordance with school and Trust procedures. Maintain professional curiosity and ensure that concerns relating to pupils' welfare, behaviour, emotional wellbeing or safety are appropriately recorded and escalated.
Continuous Improvement	Contribute to the continuous improvement of behaviour, inclusion, safeguarding and wellbeing provision across the school. Use behaviour data, IRIS and QA reports, staff feedback and professional observations to identify areas for development and improvement. Support the review and

	implementation of policies, procedures and Trust initiatives relating to behaviour, inclusion and pupil wellbeing.
Pupil & Family Support	Have sensitive and difficult conversations with pupils and parents/carers relating to health, behaviour and home circumstances where appropriate. Make referrals and signpost families to relevant agencies and services, maintaining professional boundaries and confidentiality.
External Agencies	Work confidently and professionally with external agencies and contribute relevant information to support coordinated plans and positive outcomes for pupils and families.
First Aid & Transport	Maintain a current First Aid qualification or undertake the necessary training. Where required, transport pupils in accordance with school procedures and hold appropriate business-use insurance.
Team Support	Work collaboratively with colleagues across the school and Trust, contributing positively to a supportive, consistent and professional team culture.
CALM Room Provision	Take responsibility for the effective day-to-day operation of the school's CALM Room provision. Monitor usage, identify trends and support the development of strategies that promote de-escalation, emotional regulation and successful reintegration into learning. Ensure records relating to CALM Room use are completed accurately and inform intervention planning.

Person Specification

Qualifications

Criteria	Essential	Desirable
Relevant qualification or significant relevant experience in behaviour, pastoral care, inclusion, safeguarding, education or a related area	✓	
Current First Aid qualification, or willingness to undertake the necessary training	✓	
GCSE English and Maths at Grade C/4 or above, or equivalent	✓	
Team Teach qualification, or willingness to undertake the necessary training	✓	
Relevant continuing professional development		✓

Experience

Criteria	Essential	Desirable
Experience of working with pupils presenting challenging behaviour and/or complex emotional needs.	✓	
Experience of building and maintaining positive professional relationships with pupils	✓	
Experience of working effectively with parents/carers and external agencies	✓	
Experience of analysing behaviour data and identifying trends, patterns and areas of concern	✓	
Experience of providing guidance or direction to colleagues in relation to behaviour and pupil safety	✓	
Experience of making referrals and/or signposting families to relevant agencies and services	✓	
Experience of supporting or delivering staff training		✓

Experience of working within a specialist, alternative provision, pastoral or inclusion setting

✓

Knowledge and Skills

Criteria	Essential	Desirable
Sound knowledge of safeguarding frameworks, regulations and procedures	✓	
Knowledge and understanding of behaviour regulation and emotional regulation approaches	✓	
Ability to analyse behaviour data and communicate findings clearly to senior leaders	✓	
Ability to make confident decisions within the direction of the Headteacher	✓	
Ability to provide clear guidance and direction to staff regarding behaviour and pupil safety	✓	
Ability to have sensitive and difficult conversations with pupils and parents/carers	✓	
Ability to work confidently and professionally with external agencies	✓	
Understanding of Conflict Resolution, Emotion Coaching and Hacking for Behaviour		✓
Knowledge and understanding of trauma-informed, therapeutic and relational approaches to supporting pupils.		✓
Understanding of the Trust's vision of Relational Inclusion		✓
Knowledge of Team Teach and positive handling approaches		✓
Good written and verbal communication skills	✓	

Personal Qualities

Criteria	Essential
Able to work under pressure and meet deadlines	✓
Confident decision maker with sound professional judgement	✓
Highly professional approach when working with pupils, parents/carers, staff and external agencies	✓
Able to build and maintain strong relationships with pupils	✓
Able to maintain professional boundaries and confidentiality	✓
Committed to safeguarding and promoting the welfare of children and young people	✓
Committed to inclusion, positive relationships and pupil wellbeing	✓
Willing and able to undertake relevant training and professional development	✓
Able to travel between locations and transport pupils where required, with appropriate business-use insurance	✓

General Duties

All Trust employees are expected to:

- Work in accordance with Trust policies, procedures and financial regulations.
- Maintain confidentiality and comply with data protection requirements.
- Contribute to the safeguarding and welfare of children and young people.
- Comply with health and safety requirements.
- Participate in relevant training and professional development.
- Contribute positively to the work of the Trust and its schools.
- Undertake other reasonable duties appropriate to the grade and nature of the post.

Safeguarding

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All employees are required to comply with the Trust's safeguarding and child protection policies and procedures and to undertake safeguarding training appropriate to their role.

The successful candidate will be required to demonstrate an understanding of their safeguarding responsibilities and to act promptly and appropriately where there are concerns about the welfare or safety of a child or young person. This includes maintaining professional boundaries, confidentiality and appropriate conduct at all times.

The Trust operates safer recruitment procedures, and the appointment will be subject to the appropriate pre-employment checks, including an enhanced Disclosure and Barring Service (DBS) check where applicable. The Trust reserves the right to undertake any further checks required in accordance with current safeguarding legislation and guidance.