FIRST STEPS TOGETHER
FOR EVERY JOURNEY

Job Description and Person Specification

TEACHING ASSISTANT LEVEL 2

Location:	School-Based
Hours of Work:	Monday to Friday, 08:15 to 16:00 Term Time plus Staff Directive Days
Salary:	£22,800 (Actual)
Line Manager:	HLTA/Senior Leadership Team

First Steps Together Group is a growing and ambitious group of independent schools committed to transforming outcomes for children and young people through exceptional education, inclusive practice and high expectations.

Our schools provide highly supportive, inclusive and aspirational learning environments for pupils with a range of additional needs, including SEND, SEMH and complex presentations. We are committed to identifying and removing barriers to learning so that every pupil receives the personalised support they need to participate, progress and achieve.

We are seeking a skilled, proactive and committed Teaching Assistant Level 2 to join one of our schools. Working under the direction of teachers and senior leaders, you will take an active role in supporting pupils with SEND and SEMH needs to access learning, develop independence and participate fully in school life.

This is an opportunity for someone with experience of supporting children or young people, a positive approach to behaviour support and a commitment to inclusive practice to make a meaningful difference to pupils' educational, social and emotional outcomes.

Role Overview

The Teaching Assistant Level 2 provides effective learning, intervention and pastoral support for pupils with SEND, SEMH and additional needs under the direction of teachers and senior staff.

The postholder will support the delivery of planned interventions and learning activities, adapting approaches and resources under guidance to meet individual needs and help remove barriers to learning. They will support the implementation of personalised plans, including EHCP targets, individual learning plans, behaviour strategies and risk assessments.

Working collaboratively with teachers and the wider school team, the Teaching Assistant Level 2 will observe, monitor and record pupil progress, provide constructive feedback and promote engagement, self-regulation, independence and resilience.

Core Purpose of the Role

To provide effective support which enables pupils with SEND and SEMH needs to access learning, develop confidence and independence, and achieve positive educational, social and emotional outcomes.

The role will combine classroom support with planned one-to-one and small-group interventions, progress monitoring and effective behaviour support, while contributing to a safe, inclusive and aspirational school environment.

Key Responsibilities

Supporting Pupils

- Build positive, professional and trusting relationships with pupils to support their emotional, social and academic development.
- Support the implementation and review of personalised plans, including behaviour plans, EHCP targets, individual learning plans and risk assessments.
- Support the management and de-escalation of challenging behaviour using trained strategies and a consistent, proactive approach.
- Deliver planned individual and small-group interventions to address SEMH, learning and wellbeing needs, under

the direction of teaching staff.
- Support pupils to access learning by adapting approaches and resources under guidance, removing barriers and promoting active participation and independence.
- Promote pupils' self-regulation, resilience and engagement through structured support and modelling positive behaviours.
- Provide regular, constructive feedback on pupil progress to teachers and contribute to communication with parents and carers where appropriate.
- Use agreed tools and approaches, including digital resources and regulation strategies, to enhance engagement and emotional regulation.
- Support pupils inside and outside the classroom, making informed decisions to maintain safety, wellbeing and engagement.

Supporting Teaching & Learning
- Work collaboratively with teachers to understand lesson objectives and support the adaptation of learning activities to meet diverse pupil needs.
- Support the delivery of learning activities and targeted curriculum elements, including small-group and one-to-one work, as directed by the teacher.
- Contribute to creating and maintaining a calm, purposeful and inclusive learning environment.
- Support effective transitions across the school day, particularly for pupils requiring additional structure or intervention.
- Assist in preparing and adapting learning resources to meet individual and group needs.
- Observe, monitor and record pupil progress, providing feedback to teaching and senior staff.
- Accurately record incidents and relevant information using agreed school systems, identifying patterns where appropriate.
- Reinforce positive behaviour strategies and consistent expectations across the school day.

Supporting the School
- Safeguard and promote the welfare of all pupils in line with statutory guidance and school policies, acting on concerns appropriately.
- Actively contribute to staff meetings, professional development and training, applying learning to improve practice.
- Maintain confidentiality and uphold school policies, procedures and professional standards.
- Supervise pupils at key times, taking responsibility for ensuring a safe and structured environment.
- Accompany pupils on trips, visits and off-site activities, supporting planning and risk awareness where appropriate.
- Work collaboratively with colleagues, families and external professionals to support consistent and effective provision.
- Contribute positively to teamwork and the wider life of the school.
- Undertake other reasonable duties commensurate with the grade of the post as directed by the Headteacher/Senior Leadership Team.

General Responsibilities
- Uphold First Steps Together's values and expected standards of professional conduct at all times.
- Promote and uphold safeguarding responsibilities, remaining alert to concerns and reporting or escalating them promptly in accordance with Group procedures.
- Comply with all relevant policies, procedures, statutory and regulatory requirements, including health and safety, confidentiality and data protection.
- Promote equality, diversity, inclusion and respectful professional relationships.
- Complete required training and maintain the knowledge and competence necessary for the role.
- Maintain accurate records and information as required.
- Undertake other duties reasonably required and commensurate with the nature and level of the role.

Success Criteria

A successful Teaching Assistant will contribute to the following outcomes:
- Pupils are well supported to access learning, participate in school life and make positive educational, social and emotional progress.
- Planned interventions are delivered consistently and effectively in response to individual pupil needs.
- Personalised plans, EHCP targets, behaviour strategies and risk assessments are understood and followed consistently.
- Pupil progress, wellbeing and behaviour are accurately observed and recorded, with clear feedback provided to teaching staff.
- Pupils are supported to develop self-regulation, resilience, independence and positive behaviours for learning.

- Classroom practice is inclusive, calm and purposeful, with learning appropriately adapted to remove barriers.
- Behaviour is managed safely and consistently using proactive and effective de-escalation strategies.
- Relationships with pupils, families, colleagues and external professionals are constructive and focused on positive outcomes.

Person Specification

Criteria	Essential	Desirable
Good standard of general education, including GCSE (or equivalent) in English and Maths	✓	
Relevant Level 2 qualification (e.g. Supporting Teaching and Learning) or equivalent experience	✓	
Willingness to undertake relevant training and professional development	✓	
Experience of working with children or young people in an educational or similar setting	✓	
Experience supporting pupils with additional needs, including SEND and/or SEMH	✓	
Experience working as part of a team to support learning and wellbeing	✓	
Basic understanding of child development and barriers to learning	✓	
Understanding of inclusive practice and the needs of pupils with SEND/SEMH	✓	
Awareness of behaviour management strategies and the importance of consistency	✓	
Understanding of safeguarding responsibilities, confidentiality and professional boundaries	✓	
Ability to build positive and professional relationships with pupils	✓	
Ability to support learning activities and follow teacher direction effectively	✓	
Ability to manage behaviour using agreed strategies and remain calm under pressure	✓	
Good written and verbal communication skills for working with pupils, staff and families	✓	
Ability to observe, monitor and report pupil progress and concerns accurately	✓	
Ability to deliver small-group or one-to-one interventions under guidance	✓	
Basic IT skills to support learning and record information	✓	
Training in behaviour management, SEMH support or de-escalation strategies		✓
Experience delivering targeted interventions, such as literacy, numeracy or SEMH programmes		✓
Experience supporting pupils with EHCPs or behaviour support plans		✓
Experience recording incidents and monitoring pupil progress		✓
Knowledge of specific intervention approaches, such as Zones of Regulation or nurture principles		✓
Familiarity with school systems used to record learning, progress or behaviour		✓
Ability to adapt resources and approaches to meet individual needs		✓

Personal Attributes

The successful candidate will demonstrate:

- A patient, resilient and empathetic approach, with the ability to build trust with pupils.
- A strong commitment to inclusion, equality and high expectations for all learners.
- Professionalism, reliability and appropriate boundaries at all times.
- Flexibility and adaptability in response to changing situations and pupil needs.
- A reflective and solution-focused approach with a commitment to continuous improvement.
- A positive approach to teamwork, with a willingness to share knowledge and support others.
- A strong commitment to safeguarding, dignity and positive outcomes for children and young people.

What We Offer

- A rewarding role within a growing specialist education group.
- Competitive salary and term-time working.
- Comprehensive induction and ongoing support.
- Training and professional development in SEND, safeguarding and inclusive practice.
- Supportive leadership and a collaborative SEND and Inclusion Team.
- Opportunities for continued professional development and career progression.
- The opportunity to make a meaningful difference to children and young people with SEND.

Safeguarding Commitment

First Steps Together Group is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to pre-employment checks including an Enhanced DBS, satisfactory references, online checks and overseas police checks (where required).

The successful candidate will be expected to demonstrate a strong commitment to safeguarding, inclusion and the wellbeing of children and young people at all times.