



Job Description: TA2

Job Title:	Teaching Assistant Level 2
Salary:	Actual £22,800 - £24,800 / FTE £27,572 - £29,990
Location:	Greater Manchester
Hours of Work:	Monday - Friday 8:15-16:00 – Term Time
Line Manager:	Head of School
How to apply:	www.firststepseducation.uk/apply
Contact Details:	0330 118 0974

Job Purpose

The Teaching Assistant Level 2 supports students with SEMH and SEN needs to access learning and participate fully in school life. Working under the direction of teachers and senior staff, the role focuses on removing barriers to learning, delivering targeted interventions, promoting positive behaviour, and helping students develop confidence, independence, and resilience.

The postholder builds positive, trusting relationships with students and contributes to a safe, structured, and inclusive learning environment. They deliver and support planned interventions, as well as provide targeted support in line with individual learning and support plans, assisting with students' academic, social, and emotional development.

Through collaboration with staff and engagement with families where appropriate, the Teaching Assistant helps ensure that all students feel supported, included, and able to achieve their potential.

Safeguarding

Here at First Steps Together, we are committed to safeguarding the welfare of children and young people and promoting that commitment. We expect all our staff and volunteers to share in it, too, which is why – as part of the selection process – we will conduct all the necessary checks to ensure you do not pose any risk of harm in your role here. Join us and you will be expected to actively contribute to our safeguarding commitment and promote child welfare in line with the school's Child Protection Policy.

If ever there is a concern or issue, you will be ready to report it to your Designated Safeguarding Lead or, in their absence, any Deputy Safeguarding Lead.

Key Responsibilities

1. Supporting Students

- Build positive, professional, and trusting relationships with students to support their emotional, social, and academic development.
- Support the implementation of personalised plans, including behaviour plans, EHCP targets, ILPs, and risk assessments.
- Manage and de-escalate challenging behaviour using trained strategies and a consistent, proactive approach.
- Deliver planned individual and small-group interventions to address SEMH, learning, and wellbeing needs.
- Support students to access learning by adapting approaches, reducing barriers, and encouraging active participation.
- Provide appropriate supervision, encouragement, and guidance during unstructured times of the school day.
- Provide regular, constructive feedback to students and contribute to communication with parents/carers regarding progress and achievements.
- Use agreed tools and approaches (e.g. iPads, Evidence for Learning, Zones of Regulation) to support engagement and emotional regulation.
- Support students both inside and outside the classroom, where necessary, to maintain safety,

wellbeing, and engagement in learning.

2. Supporting Teaching Staff

- Work collaboratively with teachers to understand lesson objectives and identify effective strategies to support learning.
- Contribute to creating and maintaining a calm, orderly, and purposeful learning environment.
- Support smooth transitions between lessons and during less structured parts of the school day.
- Assist in the preparation and adaptation of learning resources to meet the diverse needs of students.
- Observe, monitor, and report on student progress, wellbeing, and behaviour to teaching and senior staff.
- Record incidents and relevant information accurately using agreed school systems (e.g. IRIS).
- Reinforce expectations for positive behaviour and support students to take responsibility for their actions.
- Provide support in delivering learning activities or targeted curriculum elements as directed by the teacher.

3. Supporting the School

- Safeguard and promote the welfare of all students in accordance with statutory guidance and school policies.
- Attend and actively participate in staff meetings, INSET days, and relevant training, including National College programmes.
- Maintain confidentiality and adhere to all school policies, procedures, and professional standards.
- Supervise students at key times, including before and after school, breaktimes, and lunchtimes, as required.
- Accompany students on educational visits, trips, and off-site activities where appropriate.
- Contribute to effective communication and teamwork across the school community.
- Undertake additional duties, as directed by the Head of School, to support the smooth and effective operation of the school.

Person Specification

Qualifications & Training

Essential:

- 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

Desirable:

- Training in behaviour management, SEMH support, or de-escalation strategies
- Knowledge of safeguarding procedures and statutory guidance

Experience

Essential:

- Experience of working with children or young people in an educational or similar setting
- Experience supporting students with additional needs (e.g. SEN, SEMH)
- Experience working as part of a team to support learning and wellbeing

Desirable:

- Experience delivering targeted interventions (e.g. literacy, numeracy, SEMH programmes)
- Experience supporting students with EHCPs or behaviour support plans
- Experience of recording incidents and monitoring progress

Knowledge & Understanding

Essential:

- Basic understanding of child development and barriers to learning
- Understanding of inclusive practice and the needs of students with SEN/SEMH
- Awareness of behaviour management strategies and the importance of consistency
- Understanding of safeguarding responsibilities and confidentiality

Desirable:

- Knowledge of specific intervention strategies (e.g. Zones of Regulation, nurture approaches)

- Familiarity with school systems such as Evidence for Learning or behaviour logging platforms

Skills & Abilities

Essential:

- Ability to build positive and professional relationships with students
- Ability to support learning activities and follow teacher direction effectively
- Ability to manage behaviour using agreed strategies and remain calm under pressure
- Good communication skills (oral and written) for working with staff, students, and families
- Ability to observe, monitor, and report student 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

Desirable:

- Ability to adapt resources and approaches to meet individual needs
- Confidence in using technology to support engagement and learning

Personal Qualities

Essential:

- Patient, resilient, and empathetic approach to working with young people
- Commitment to inclusion, equality, and supporting all students to reach their potential
- Professional, reliable, and able to maintain appropriate boundaries
- Flexible and willing to respond to the changing needs of the school day
- Positive attitude towards teamwork and collaboration

Desirable:

- Proactive approach to problem-solving
- Reflective practitioner willing to learn and improve

Safeguarding

Essential

- A strong commitment to safeguarding and promoting the welfare of children and young people.
- Understanding of safeguarding principles, including recognising concerns, responding appropriately, and following reporting procedures.
- Ability to maintain professional boundaries, confidentiality, and safe working practices.
- Ability to record concerns accurately and promptly using agreed systems.
- Willingness to work closely with the Designated Safeguarding Lead and follow all statutory and organisational policies.

What We Offer

- Competitive salary and holiday pay
- Term-time working pattern with potential for additional hours supporting school trips
- Comprehensive induction and ongoing training in SEN awareness, first aid, and safeguarding
- A supportive team culture driven by shared purpose and continuous improvement
- Opportunities for career progression within our expanding SEN transport and care network

Review

The nature of this role means that this job description will be subject to an annual review with the potential for amendment or modification at any time after consultation directly with you. It by no means acts as a comprehensive statement of procedures and is just a way of setting out all the main expectations we'll have of you, here in the role as you deliver an impassioned and truly caring experience to our young people.