



Job Description	
JOB TITLE	Teaching Assistant (Inclusion Centre)
JOB FAMILY	Pastoral
PHASE	Secondary
REPORTING TO	Head of Inclusion Provision
RESPONSIBLE FOR	Not Applicable
Job Purpose	
The Teaching Assistant supports the effective operation of the Inclusion Centre by providing learning, behavioural and pastoral support to pupils who require additional intervention to engage positively with education. Working under the direction of the Inclusion Centre lead and teaching staff, the postholder will support pupils to access learning, develop positive behaviours, improve emotional regulation and build the skills required for successful reintegration into mainstream lessons. The role will contribute to maintaining a safe, structured and supportive learning environment, promoting positive relationships, pupil independence, engagement and achievement in accordance with the Academy's behaviour, inclusion and safeguarding policies.	
Duties and Responsibilities	
Learning and Curriculum Support • Support pupils within the Inclusion Centre to access and complete learning activities set by teaching staff, ensuring continuity of education. • Provide individual and small-group learning support, adapting explanations and approaches within agreed learning objectives to meet pupils' differing abilities and needs. • Encourage pupils to engage positively with learning, develop independence and take responsibility for completing assigned work. • Assist with the preparation, organisation and maintenance of learning resources and equipment required for Inclusion Centre activities. • Support the development of pupils' literacy, numeracy and wider learning skills, identifying barriers to progress and providing appropriate assistance.	



- Monitor pupil engagement, participation and completion of work, providing feedback to teaching staff and the Inclusion Centre lead.

Behaviour, Inclusion and Pastoral Support

- Support the implementation of the Academy's behaviour and inclusion policies, reinforcing clear expectations, positive conduct and respectful relationships.
- Provide consistent support to pupils experiencing behavioural, emotional or social difficulties, using agreed strategies to promote self-regulation and positive decision-making.
- Apply appropriate de-escalation and restorative approaches, within the scope of training and Academy procedures, to support pupils in managing challenging situations.
- Build positive and professional relationships with pupils, promoting trust, confidence, resilience and a sense of belonging.
- Support pupils to reflect on their behaviour, understand its impact and identify strategies to improve future conduct.
- Assist with the implementation of individual behaviour support plans, reasonable adjustments and agreed intervention strategies.
- Support the supervised movement of pupils between the Inclusion Centre and other areas of the Academy, including their reintegration into mainstream lessons.
- Identify and promptly report concerns relating to pupil behaviour, wellbeing or safeguarding through the appropriate Academy procedures.

Inclusion Centre Supervision and Operations

- Supervise pupils undertaking assigned learning activities within the Inclusion Centre, maintaining a calm, purposeful and structured environment.
- Support the daily routines and expectations of the Inclusion Centre, including pupil arrival, settling into learning, transitions and departure.
- Maintain accurate records of pupil attendance, behaviour, engagement and interventions using the Academy's designated systems.
- Communicate relevant information regarding pupil progress, behaviour and wellbeing to the Inclusion Centre lead and appropriate staff.
- Support the delivery of agreed individual and small-group interventions aimed at improving pupil engagement, behaviour and readiness to learn.
- Assist in maintaining an organised, welcoming and appropriately resourced learning environment.

Wider Academy Support and Professional Responsibilities

- Work collaboratively with teaching staff, pastoral teams, SEND staff and other colleagues to support pupils' learning, behaviour and inclusion.
- Support agreed Academy activities, interventions and educational visits as reasonably required.



- Undertake routine administrative duties directly associated with the Inclusion Centre, including maintaining records and preparing learning materials.
- Attend relevant meetings, briefings and training activities to support effective working practices and professional development.
- Maintain appropriate professional boundaries and confidentiality when handling pupil information and sensitive matters.
- Undertake other reasonable duties consistent with the nature, responsibilities and grade of the post.

General Responsibilities

- Promote equality, diversity and inclusion, treating all pupils, colleagues and members of the Academy community with dignity and respect.
- Comply with the Academy's safeguarding and child protection policies, reporting concerns promptly and maintaining appropriate professional boundaries.
- Follow the Academy's health and safety policies, procedures and safe working practices, taking reasonable care for personal safety and the safety of others.
- Work collaboratively with colleagues to support the Academy's priorities, objectives and commitment to improving pupil outcomes.
- Undertake other reasonable duties as directed by the Headteacher or designated manager, consistent with the nature and grade of the post.

Safeguarding and Student Welfare

- Maintain appropriate professional boundaries with students and model consistently high standards of professional conduct
- Be alert to changes or concerns relating to a student's welfare, behaviour or presentation and report safeguarding concerns immediately in accordance with Trust procedures
- Maintain appropriate confidentiality and handle information about students sensitively and in accordance with Trust requirements.

Administrative Support Associated with the Role

- Complete proportionate records and routine administrative tasks directly associated with supporting students and learning.
- Assist with the organisation and collation of learning resources and student information where reasonably required.

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school



- Ensure that pupils work together positively and co-operatively, with good behaviour in line with the school's policy and procedures.
- Encourage and promote the social and emotional development of pupils

Professional development

- Help keep own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Participate in relevant training, professional development and performance management activities, taking responsibility for maintaining and developing the knowledge and skills required for the role.
- Attend meetings and training sessions as required

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

Generic Duties relevant to all members of Staff

The Trust

- The ethos of our Trust is "Transforming Life Chances." All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust's visions and aims. All staff should act with professional integrity at all times, following the "Code of Conduct."
- You will be based at The Portsmouth Academy. However, you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

Teaching and Learning

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business.
- This may mean undertaking tasks outside of your area of responsibility where required.

ICT



- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use.
- Security procedures must be followed when using ICT systems.
- All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training, and supervision necessary to accomplish those goals.

Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Safeguarding Lead.

Equal Opportunities

- Actively promote the Trust's Equal Opportunities Policy and observe the standard of conduct which prevents discrimination taking place, maintaining awareness of and commitment to Equal Opportunity Policies in relation to both employment and professional relationships.

Data Protection

- Ensure confidentiality of personal data at all times by sharing, processing, obtaining, and advising on data in line with Trust Data Protection policies and procedures. Having due regard for the high level of personal and special category data processed within your role.



- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents, and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach, they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive, and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

I understand and agree to the job description of a **Teaching Assistant Inclusion Centre** within Thinking Schools Academy Trust.

Name:.....

Signed:

Date:



Person Specification	Essential	Desirable	How Assessed
Qualification & Training			
GCSEs (or equivalent) in English and Maths at Grade C/4 or above and sufficient to effectively support secondary-age students	✓		Application
Level 2 or Level 3 Teaching Assistant qualification, or equivalent relevant qualification or experience	✓		Application
Training in behaviour management, de-escalation, SEND or supporting pupils' emotional and social development		✓	Application
Willingness to undertake relevant training and professional development		✓	Application / Interview
Experience			
Minimum 6 months proven experience working with children or young people in an educational, care, or support setting	✓		Application
Experience of supporting children or young people with behavioural, emotional, social or additional learning needs	✓		Application / interview
Experience of supporting individuals or small groups to engage in structured learning or developmental activities.	✓		Interview
Experience of managing challenging situations calmly and applying positive behaviour support strategies	✓		Interview
Experience of working in a secondary school, Inclusion Centre, alternative provision or similar setting		✓	Application / Interview
Experience of supporting pupils with reintegration into mainstream learning or structured behaviour interventions.		✓	Application / Interview
Knowledge			
Competent IT skills, including the use of Microsoft Office and the ability to learn school information systems	✓		Application
Understanding of positive behaviour management, appropriate boundaries and the importance of consistent expectations	✓		Interview
Awareness of strategies to support emotional regulation, de-escalation and positive pupil engagement	✓		Interview
Awareness of SEND and the importance of adapting support to meet individual pupil needs	✓		Interview
Awareness that students have differing learning, communication and support needs	✓		Interview
Knowledge of restorative approaches, trauma-informed practice or relevant behaviour support frameworks		✓	Interview
Personal Skills & Attributes			
Models the TSAT Values: Child First, Aspire, Challenge, Achieve	✓		Application / interview
Ability to build positive, professional relationships with pupils, including those who may be reluctant to engage or display challenging behaviour	✓		Interview
Ability to remain calm, patient and professional when responding to challenging behaviour or emotionally heightened situations	✓		Interview
Ability to provide clear explanations and appropriate learning support to pupils with differing needs and abilities	✓		Interview
Ability to encourage pupil independence, responsibility and positive engagement with learning	✓		Interview
Ability to apply agreed behaviour strategies consistently and recognise when concerns require escalation	✓		Interview
Effective communication skills, including the ability to share relevant information sensitively and professionally with colleagues	✓		Application / Interview
Ability to maintain accurate records of pupil attendance, behaviour, engagement and interventions	✓		Interview
Ability to organise work, follow instructions and manage competing priorities within a structured school environment	✓		Interview
Ability to work collaboratively with teaching, pastoral and SEND colleagues while exercising appropriate initiative within the boundaries of the role	✓		Interview



Demonstrates the ability to work with high levels of confidentiality and to use discretion in dealing with sensitive information	✓		Interview
Demonstrates empathy, patience and a non-judgemental approach towards pupils with differing needs and circumstances	✓		Interview
Demonstrates resilience, adaptability and emotional self-control in a demanding educational environment	✓		Interview
Maintains high expectations of pupil behaviour, achievement and personal development	✓		Interview
Demonstrates reliability, professionalism and consistency in applying agreed procedures and expectations	✓		Interview
Is flexible and adaptable to the demands of the role and changing circumstances	✓		Application
Possess the right to work in the UK	✓		Application
Safeguarding & Welfare of the School Community			
Knowledge, awareness, understanding & commitment to the protection and safeguarding of children & young people	✓		Application / Interview
Demonstrates appropriate attitudes towards children and young people and an understanding of the responsibility associated with working in a position of trust	✓		Application / Interview
The ability to manage colleague & student behaviour in a positive way	✓		Application / Interview
Able to recognise the importance of acting promptly when concerned about a student's safety or welfare	✓		Application / Interview
Demonstrates an awareness , understanding & commitment to equal opportunities	✓		Application / Interview