

# Job Description:

# Therapeutic Teaching Assistant

<b>Job purpose:</b>	<p>The Therapeutic Teaching Assistant will provide direct therapeutic support, early intervention and preventative SEMH (social, emotional and mental health). The postholder will promote pupil wellbeing, strengthen inclusion and support attendance and reintegration through evidence-informed, relational and trauma-aware practice.</p> <p>Key objectives:</p> <ul style="list-style-type: none"> <li>• Provide timely, needs-led therapeutic interventions (1:1 and small group) to reduce barriers to learning and promote pupil wellbeing.</li> <li>• Work preventatively and proactively within tutor groups, year groups and across feeder primary schools to identify and address emerging patterns of need.</li> <li>• Support reintegration following extended absence and offer targeted support for school avoidant pupils (EBSA).</li> <li>• Liaise and coordinate with school leaders (DHT/DSL/SENDCo), families and external professionals to ensure coherent, multi-agency approaches to pupil mental health and safety.</li> <li>• Record and monitor intervention outcomes to inform ongoing Trust-wide practice and improvement.</li> </ul> <p>As an employee of QUEST, staff maybe required to work at any school within the Trust.</p>
<b>Reporting to:</b>	Deputy Headteacher
<b>Liaising with:</b>	Headteacher, Senior Leadership Team, other members of staff – teaching and support staff, LA, parent/carers
<b>Grade of post:</b>	QUEST GRADE B NJC 4-5
<b>Disclosure level:</b>	Enhanced

## Professional Responsibilities

### School Ethos

Work with colleagues in creating, inspiring and promoting excellence at all levels.

Uphold the culture and ethos of the Trust, ensuring school environments for teaching and learning that empower both staff and children to achieve their highest potential and be their best selves.

Attend and participate in events intrinsic to the daily life of the schools and Trust, celebrating success at every opportunity.

Actively support the Trust’s policies relating to equality and diversity, inclusion and safeguarding, health and well-being, confidentiality and social networking.

## **Key Responsibilities**

### **Direct Therapeutic Support**

- Deliver 1:1 SEMH interventions for pupils with emerging concerns, anxiety, low mood and complex SEMH needs.
- Lead evidence-informed small group therapeutic programmes (e.g., anxiety management, emotional regulation, social skills).
- Provide emotional regulation support for pupils in early stages of SEMH difficulty, using relational and trauma-informed approaches.
- Deliver targeted interventions to support pupils experiencing exam pressure and academic stress.

### **Preventative and Whole-Group Work**

- Work preventatively within tutor groups or year groups where patterns of need emerge, offering universal strategies and targeted group work.
- Support transition from primary schools into UCS, with particular attention to pupils with histories of vulnerability, ensuring emotionally informed induction and belonging.
- Promote school attendance through emotionally informed engagement strategies rather than compliance-based approaches.

### **Reintegration and Attendance Support**

- Deliver reintegration planning and therapeutic support following extended absence or SEMH-related challenges.
- Provide early EBSA support for school avoidant pupils, developing creative re-engagement pathways with families and school teams.

### **Risk and Care Planning**

- Contribute to risk management and safety planning for pupils experiencing heightened emotional distress, working closely with DSLs and pastoral teams.
- Identify early indicators of SEMH difficulties and escalate concerns appropriately and promptly.

### **Coordination, Communication and Multi-Agency Working**

- Liaise and coordinate with DHT/DSL/SENDCo, class and subject staff, pastoral leads and external agencies (e.g., CAMHS, local authority teams) for pupils with multiple vulnerabilities.
- Communicate sensitively and effectively with parents/carers regarding identified pupils, intervention plans and progress, maintaining confidentiality and professional boundaries.

### **Record-Keeping, Monitoring and Reporting**

- Keep clear, concise records of interventions, progress and outcomes; contribute to Trust reporting and evaluation cycles.
- Use data and qualitative evidence to inform intervention planning, measure impact and recommend adjustments.

### **Trust-wide Contribution**

- Share best practice and contribute to the development and delivery of Trust-wide mental health, wellbeing and inclusion strategies.
- Support training, coaching or briefing sessions for school staff on early SEMH indicators, de-escalation, and emotionally informed engagement.

- Provide targeted intervention packages for complex SEMH students across the Trust where required.

### **Other duties**

- To attend meetings with parents and staff as appropriate.
- To provide support with the On Call system and supervise withdrawn students.
- To undertake the supervision of detentions during the school day.
- To support our work in improving attendance and punctuality as required, including supporting with registering students who are late and supervising late detentions.
- To establish positive working relationships with vulnerable students and their families in order to support their needs within school.
- To undertake mentoring, restorative meetings and conflict resolution as required.
- To investigate incidents by taking statements, interviewing students and making recommendations to the pastoral team.
- To make contact with parents/carers as required.
- To support UCS staff in improving behaviour, attendance and progress by working with designated groups and individuals as required.
- To ensure the highest professional standards are maintained.
- To work with other members of the Leadership Team to formulate aims, objectives and strategic plans for the pastoral area.
- To be responsible for the monitoring, analysis, implementation and evaluation of appropriate strategies for all aspects of student pastoral care and behaviour and attendance
  - Responsible for attendance and analysis.
  - Communicate the Trust and school vision compellingly and support leadership with pastoral, behaviour and attendance.
  - Build positive relationships with all members of the school community, showing positive attitudes to them.
- To mentor and supervise students when required, including social times.
- To ensure that the principles of care, guidance and support are there to impact on pupil/student attainment.
- Encourage a culture of listening to children among all staff, ensuring that children's/young people's feelings are heard where the school puts measures in place to protect them.
- To accompany teaching staff and pupils/students on visits, trips and out of school activities and take responsibility for a group under the supervision of the teacher as may be reasonably directed.
- To develop and implement IEP/behaviour plans and personal care programmes for students.
- Implement learning activities for small groups or class cover.
- Administer first aid as required.

### **Safeguarding**

- To be the first point of contact for staff members for all Safeguarding concerns and act as a source of support, expertise and advice to staff.
- To initiate and coordinate referrals to social care, attending and contributing reports for relevant meetings and keeping careful records of actions, liaising with school staff.
- To work with the Senior Leaders, in developing, co-ordinate and delivering training to school staff, including induction and refresher training and updating relevant policies, procedures and guidance as necessary.
- To respond in a timely manner to safeguarding concerns to ensure pupils are kept safe from harm.
- To report to the Schools Designated Safeguarding Lead on all safeguarding concerns to ensure they retain oversight of Safeguarding within the school.

- Encourage good practice by promoting and championing the school's safeguarding and child protection policy and procedures and ensure staff can access and understand the policy and procedures.
- Respond appropriately to disclosures or concerns which relate to the well-being of a child and provide alerts to the Designated Safeguarding Lead (DSL) when these happen.
- Maintain accurate, confidential and up-to-date documentation on all cases of safeguarding and child protection and provide reports where required.
- Work directly with children in need and their families in the community in order to promote, strengthen and develop the potential of parents/carers to support children in order to prevent children suffering significant harm or becoming looked after.
- Liaise with statutory agencies and ensure they have access to all necessary information to make sound judgements and decisions about vulnerable pupils' welfare.
- Maintain confidentiality at all times, and ensure appropriate confidentiality is maintained by all staff during safeguarding processes.
- To meet with the Trust Safeguarding Lead on a regular basis and participate in practice audits.

### **Accountabilities**

- Contribute to the Personal Development Curriculum according to the Trust and School Policy.
- Assist in the planning and coordination of events to promote student and staff wellbeing across the school.
- Provide guidance and advice to pupils/students on educational and social matters, including information about sources of more expert advice on specific questions, making relevant records and reports.
- Make records of and reports on the personal and social needs of pupils/students.
- To ensure the highest professional standards are maintained within the Pastoral Support Team in communication with parents and outside agencies.
- Contribute to relevant school policies (e.g. Safeguarding, Behaviour, Relationship Education, Anti Bullying etc.) and strategic planning as required by the Headteacher.
- Prepare, monitor and update annual pastoral plans in consultation with colleagues.
- See safeguarding section.

### **Performance Management and Professional Development**

- Embrace and actively take part in CPD, fulfilling obligations to maintain and continue professional development in line with the QUEST expectations.
- To commit to the specified number of hours of professional development each year and have drive and passion to evolve and improve as a committed staff member.
- Take a shared responsibility for your own continuing professional development by participating in a range of appropriate professional development opportunities.
- Disseminate information from professional development activities undertaken and ensure colleagues receive feedback from monitoring and evaluation activities.
- Actively engage with the annual performance management review process, in accordance with the Trust's policy and national guidance.
- Use the Trust's digital approach to capture and share your expertise and that of your team, for the benefit of your subject across all the Trust's schools.
- To be passionate, committed to improve your own abilities and those of others you interact with, either student or staff.
- Be the embodiment of our values in action and stay true to our core moral purpose, to unlock the potential of all.

To sign and uphold the Trust's Code of Conduct and ensure confidentiality is maintained at all times.

Maintaining a secure, healthy and risk free environment for students, staff and visitors.

*The job description encompasses the above statements and is not necessarily a comprehensive definition. The post holder should be willing to undertake any other tasks that Senior Staff might reasonably require*

QUEST is committed to safeguarding and promoting the welfare of children and young people. Clearance from the Disclosure and Barring Service is required prior to appointment.

Name \_\_\_\_\_

Signed \_\_\_\_\_

Date \_\_\_\_\_

# Person Specification

## Therapeutic Teaching Assistant

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### A. Experience

	Essential	Desirable
Experience of working with young people aged 11 – 18 in a voluntary or other professional capacity	E	
Has led or made a major contribution to a project or initiative (e.g. progression work with partner schools, extra-curricular activities)		D
Experience and understanding of 'Keeping Children Safe in Education' within a school setting	E	
Supervisory experience		D
Experience of working in the field of Child Protection with relevant qualifications		D
Experience of planning and coordinating meetings in a time-pressured environment	E	

### B. Training and Qualifications

	Essential	Desirable
NVQ Level 2 (or equivalent)	E	
A good standard of literacy and numeracy	E	
Evidence of participation in regular professional development and further professional study	E	
Understanding of Bromcom or equivalent Information Management Software	E	
Willingness to undertake appropriate professional development training	E	
First aid qualification (training will be provided)	E	

### C. Knowledge and Understanding

Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post.

	Essential	Desirable
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Knowledge of the national curriculum requirements for the relevant Key Stage in order to give appropriate support and preparation to children	E	
Understanding of relevant legislation	E	
Understanding of inclusion, behaviour and attendance issues	E	
Ability to form positive relationships with students, staff and parents/carers	E	
Possessing competent ICT skills, including use of Microsoft Office applications	E	
An attention to detail	E	
High level of personal drive and energy	E	
Receptive to new ideas and change		
Knowledge of how to deal with a range of different pupil behaviours	E	
Understanding of the main challenges for pupils in the secondary sector	E	
Understanding of teaching and learning strategies and how these impact on pastoral issues	E	
Knowledge of monitoring, evaluation and review processes to raise standards	E	
An in-depth understanding of child protection and safeguarding legislation	E	
The confidence and good judgment to manage situations relating to the behaviour of others towards a child	E	
A commitment to safeguarding and promoting the welfare of young people	E	
A willingness to challenge opinion, where necessary, and to drive the Child Protection agenda	E	

## D. Personal Skills, Abilities and Competencies

Applicants should be able to provide evidence that they have the necessary skills and abilities required.

	Essential	Desirable
Ability to work sensitively with others to build effective relationships	E	
Able to earn and command the respect of young students	E	
Able to use own initiative to deal with situations as they arise, acting in line with UCS Bolton's policies and instructions	E	
A friendly, co-operative approach to parents, pupils and staff	E	
Willing to work flexibly in terms of job roles and responsibilities	E	

Promotes and gives a positive image of the school	E	
A desire to make a difference in young people's lives	E	
Ability to work as part of a team and demonstrate initiative	E	
Commitment to and ability to promote a positive ethos within the school	E	
Excellent interpersonal skills and solution focused approach to professional relationships	E	
A clear understanding of the impact of school improvement and in particular high-quality learning and teaching	E	
Ability to use initiative to respond to and resolve problems in the short term	E	
Commitment to collaboration and sharing of resources and expertise across all phases of learning	E	
Significant organisational and administrative skills, supported by a proficiency with ICT	E	
Strong listening skills and the ability to deal with sensitive situations with integrity	E	
Excellent verbal and written communication skills, including telephone manner, tact, diplomacy and confidentiality	E	
High levels of commitment, enthusiasm, inspiration and motivation	E	

Ability to encourage and influence parents/carers to work co-operatively with the school and involve them in their child's education	E	
Ability to consult and negotiate with external agencies to reach the best outcomes for children and young people	E	
Ability to work under pressure and meet deadlines whilst still being polite and reasonable	E	
The ability to work in a demanding environment, meeting tight deadlines by prioritising and delegating as necessary	E	
A commitment to working in a busy school environment	E	
Flexible, motivated and committed to high standard of working, with a willingness to take on additional duties	E	
Good attendance and punctuality	E	
Adaptability to changing circumstances and new ideas	E	
Resilient and determined to achieve goals	E	
Full UK driving licence and car	E	

## E. Equal Opportunities Awareness

	<b>Essential</b>	<b>Desirable</b>
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A commitment to equal opportunities, awareness of diversity issues and a positive and non-discriminatory approach	E	
A commitment to working in a multi-cultural environment and with students from diverse backgrounds and abilities	E	
A commitment to working in a flexible and collaborative manner with all members of the school community	E	

## F. Legal Issues

	Essential	Desirable
Legally entitled to work in the UK	E	