



Job Title:	Teaching Assistant in STEP Reintegration Hub
Hours per week/weeks per year:	30.4 hours per week/38 weeks per year
Times of work:	8.00am – 3:00pm Monday to Friday
Surrey Pay Grade:	Surrey Grade 4 £25,052 - £26,825 per annum, £17,657 - £18,906.79 pro rata
Responsible to:	STEP Reintegration Hub Teacher

Job Purpose

- To join the STEP team (Support, Transition and Engagement Programme) and support a small group of vulnerable students with social, emotional, attendance, SEND, and reintegration needs to successfully re-engage with education and transition back into mainstream school life.
- The role will contribute to the delivery of STEP’s vision: creating a safe, structured, and relational environment where students feel they belong, can rebuild confidence, develop resilience, and make sustained academic, social, and emotional progress. The successful candidate will work as part of a collaborative reintegration provision that supports students through a staged pathway back into mainstream education.

Responsibilities

Under the direction of the STEP Teacher:

- To support the delivery of the STEP reintegration pathway and contribute to the successful transition of students back into mainstream education.
- To participate in the planning and delivery of a range of personalised activities and interventions for individual students and small groups.
- To assist in the preparation, adaptation, and creation of teaching and learning resources which enable students to access the curriculum and overcome barriers to learning.
- To work with students on a 1:1 basis and in small groups to develop engagement, confidence, emotional regulation, literacy, numeracy, communication, and independence skills.
- To help create a calm, predictable, and relational environment that reflects the principles of nurture, belonging, and psychological safety.
- To promote high expectations, positive routines, resilience, and successful reintegration into mainstream lessons and school life.
- To support students in understanding and managing their emotions and behaviour, recognising that all behaviour is communication.
- To contribute to the monitoring, assessment, and recording of student progress, including academic, attendance, emotional, and reintegration targets.
- To provide feedback to students that supports motivation, confidence, and progress towards individual STEP goals.
- To contribute to review meetings, transition planning, and multi-disciplinary discussions regarding students’ needs and progress.
- To work collaboratively with families, pastoral staff, SEND, safeguarding, attendance, and external agencies to support successful outcomes for students.
- To assist the STEP teacher in preparing the learning environment and maintaining consistent routines, structures, and expectations.
- To supervise students during unstructured times, including breaktimes, lunchtimes, transitions, and before the start of the school day where required.
- To contribute to the implementation of evidence-informed approaches and reflective practice within STEP, supporting the programme’s focus on continuous improvement and reintegration success.



- To follow all Thamesmead policies and procedures, particularly those relating to safeguarding, child protection, attendance, behaviour, inclusion, equality, health and safety, and data protection.
- To participate in performance management, training, and professional development activities relevant to the role, including areas such as trauma-informed practice, emotional regulation, SEND, and reintegration support.
- To maintain a flexible, proactive, and relentlessly positive approach, working collaboratively as part of the STEP team to ensure students feel supported, challenged, and successful.
- To undertake any other duties commensurate with the level of the post.

Person Specification

Category	Essential	Desirable	Evidence
Education & Qualifications	<ul style="list-style-type: none"> • Good literacy and numeracy skills, including GCSE Grade C/4 or above in English and Maths • Basic IT skills and confidence using digital systems • Relevant qualifications including GCSEs (or equivalent) and/or post-16 education 	<ul style="list-style-type: none"> • Degree or relevant professional qualification • Training in areas such as SEND, safeguarding, trauma-informed practice, emotional regulation, restorative practice, ELSA, nurture, or mental health support 	Application Form
Experience	<ul style="list-style-type: none"> • Experience working with children or young people • A commitment to inclusion, high expectations, and improving outcomes for vulnerable students • Ability to build positive, professional relationships with students • Ability to work proactively, flexibly, and independently as part of a team • Understanding of the importance of relationships, routines, and consistency in supporting reintegration • Commitment to supporting students to successfully re-engage with education and mainstream school life 	<ul style="list-style-type: none"> • Experience working with students with SEND, SEMH, EBSA/EBSNA, or attendance barriers • Experience supporting students with emotional regulation or behavioural needs • Experience working in an alternative provision, nurture, pastoral, or inclusion setting • Experience working with external agencies and families to support student outcomes • Experience supporting literacy and numeracy interventions 	Application Form Letter of Application

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal Qualities</p>	<ul style="list-style-type: none"> • Enjoyment in working with young people • Energy, resilience, enthusiasm, and adaptability • Excellent communication and interpersonal skills • Ability to remain calm, relational, and solution-focused under pressure • Ability to work collaboratively as part of a team • Commitment to equality, inclusion, and safeguarding • High expectations for students' achievement, engagement, and behaviour • Patience, empathy, and a nurturing yet firm approach • Willingness to learn and engage in professional development • Ability to act as a positive role model through professional conduct, communication, and presentation • Commitment to the vision and values of STEP (Support, Transition and Engagement Programme) and the belief that all students can achieve, belong, and thrive with the right support 	<ul style="list-style-type: none"> • Willingness to contribute to the wider life and development of the school and STEP provision 	<p>Interview</p> <p>References</p>
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Thamesmead School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Employment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).