

Job Description:

Behaviour Teaching Assistant

Job purpose:	The Behaviour Teaching Assistant will provide high quality, relationally based behaviour support. Working principally with University Collegiate School, Bolton, and offering trusted support to the Trust’s primary and early years settings as required, the post-holder will enable pupils to access learning by reducing disruption, improving self regulation and restoring relationships. The Behaviour Teaching Assistant will work alongside pastoral and senior leaders, classroom staff and parents to devise and deliver targeted interventions, support staff in immediate behaviour response, and contribute to whole-school approaches. As an employee of QUEST, staff maybe required to work at any school within the Trust.
Reporting to:	Deputy Headteacher
Liaising with:	Headteacher, Senior Leadership Team, other members of staff – teaching and support staff, LA, parent/carers
Grade of post:	QUEST GRADE B NJC 4-5
Disclosure level:	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 objectives:

- Provide timely, consistent and skilled behaviour support to pupils and staff so pupils can make good progress in a safe, predictable learning environment.
- Reduce repeat incidents through targeted coaching, restorative practice and direct work with identified pupils.
- Strengthen staff confidence and capacity to manage behaviour through on-call support and modelling of de-escalation and relational approaches.

- Contribute to Trust-wide standards and practice by monitoring behaviour patterns, sharing intelligence and supporting coherent responses across schools.

Key Responsibilities

Immediate Response & On-Call Support

- Provide on-call support to staff during lessons at University Collegiate School (UCS), responding to incidents quickly and safely to minimise disruption.
- Deliver de-escalation and containment interventions in line with school procedures.
- Provide short-term supervision and safe holding of pupils in crisis, as trained and authorised.

Monitoring, Reporting & Data Use

- Monitor patterns of behaviour (classroom, social times, transport, off-site) and maintain accurate, timely records.
- Report significant concerns and trends to the Pastoral Team and Assistant Headteacher (AHT) and contribute to multi-agency discussions where appropriate.
- Use behaviour data to identify pupils who require targeted support and to evaluate the impact of interventions.

Targeted Pupil Support & Coaching

- Provide structured, evidence-informed coaching for pupils with repeat incidents, including one-to-one sessions and small group work focused on self-regulation, social skills and conflict resolution.
- Deliver bespoke programmes for pupils reintegrating after internal exclusion, using restorative conversations and agreed reintegration plans.
- Undertake direct work with identified pupils, setting clear, measurable targets and reviewing progress with pastoral staff and class teachers.

Restorative Practice & Reintegration

- Lead and facilitate restorative reintegration processes following internal exclusion, ensuring pupils and impacted peers/pupil groups have opportunities to repair harm and rebuild trust.
- Mediate and provide conflict resolution between pupils, using relational language and age-appropriate approaches.

Staff Support, Training & Modelling

- Support staff with immediate behaviour response in lessons and model consistent, trauma-informed relational practice.
- Provide short coaching sessions, briefing and practical guidance to classroom staff to build predictable routines and effective behaviour strategies.
- Work with pastoral leaders to develop simple, consistent language and non-verbal signals for common classroom directions.

Family & Community Liaison

- Liaise with parents and carers to reinforce behaviour expectations, share progress and coordinate home–school strategies.
- Participate in parent meetings, reintegration discussions and where relevant, multi-agency meetings to ensure consistent messaging and follow-through.

Preventative Work & Whole-School Culture

- Support the development and delivery of proactive, preventative programmes (e.g., social skills groups, mentoring, transition support) to reduce behavioural escalation.
- Contribute to whole-school anti-bullying and emotional safety work, promoting pupil empathy and community responsibility in line with the Trust's ethos.

Safeguarding & Record Keeping

- Maintain accurate records of incidents, interventions and communications, ensuring data confidentiality and compliance with school policy.
- Report safeguarding concerns promptly to the designated safeguarding lead (DSL) and work collaboratively with DSL and pastoral leads.

Compliance and Reporting

- Ensure all provision activities comply with statutory guidance, including safeguarding and health and safety requirements.
- Maintain accurate records of pupil progress, behaviour incidents, and intervention outcomes.
- Prepare reports for senior leaders and the Trust Board as 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

Behaviour Teaching Assistant

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
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

	Essential	Desirable
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	