



Behaviour Focused Teaching Assistant

Galley Hill

Job pack

Headteacher: Mrs Lisa Munro

THE WOODLANDS SCHOOL | THE ASPIRE FEDERATION, MILTON KEYNES

Dear Applicant,

The Woodlands School – Galley Hill Campus is a small, specialised provision within The Woodlands School, supporting young people with complex needs, including behaviour that challenges. As a secondary campus with only 24 pupils, we pride ourselves on building strong, meaningful relationships where every student is known, understood and celebrated.

Although the Galley Hill campus is small, it is part of the wider Woodlands School community, benefiting from the strength, expertise and professional opportunities of a large, well-established organisation. Our ethos, *"Where being unique is celebrated,"* is central to everything we do, and we are committed to creating a supportive, nurturing and highly structured environment for both students and staff.

Working at Galley Hill means being part of a close, dedicated team where collaboration, communication and shared problem-solving are at the heart of daily practice. Because of the size of the campus, teamwork and consistency are vital, and staff quickly develop positive, trusting relationships that make a real difference in our students' lives.

We also offer exciting opportunities for staff to progress into further careers. Through our established apprenticeship pathways, many colleagues have gone on to train as Speech and Language Therapists (SaLT), Occupational Therapists (OT) and Teachers, supported by high-quality professional development and mentoring. At Galley Hill, your career can grow in the same way our students do—through support, opportunity and belief in your potential.

If you are passionate, enthusiastic and motivated to improve outcomes for young people with complex needs, Galley Hill offers a rewarding opportunity to work in a setting where every contribution truly matters. We offer high-quality training, ongoing CPD and a supportive school community that invests in your development and wellbeing.

We would be delighted to receive your application and welcome you into our hardworking, friendly and committed team.

Kind regards,

Lisa Munro

Mrs Lisa Munro
Headteacher

Job Description

Purpose

To support children and young people with their learning, care and social-emotional needs, both in school and in community settings. This includes delivering personalised learning and providing high-quality support for students with high levels of behaviour needs. You will follow Positive Behaviour Support (PBS) plans, use a trauma-informed and regulation-focused approach, and apply specialist strategies. Working collaboratively with colleagues, you will assist with daily routines, transitions and positive behaviour management to ensure each student can access learning and achieve their full potential in a safe, caring and well-structured environment.

Key Responsibilities and Requirements

Behaviour, Regulation & Support for High-Needs Students

- Implement Positive Behaviour Support (PBS) plans consistently, ensuring proactive, preventative strategies are used to minimise triggers and support students' emotional regulation.
- Support students presenting with high levels of behaviour challenges, including use of de-escalation techniques, co-regulation, and understanding of behaviour as communication.
- Use post-incident debriefs with students and staff to reflect, problem-solve and improve future regulation and behaviour outcomes.
- Apply expert knowledge of SCERTs principles, structure, visual communication, work systems and consistency to reduce anxiety and promote independence.
- Support sensory and emotional regulation through personalised strategies, ensuring students can return to a regulated state that enables learning.
- Share responsibility for behaviour management and follow the school's Behaviour Policy at all times.
- Demonstrate emotional resilience, calmness under pressure, and a solution-focused mindset.

Care, Welfare and Safeguarding

- Attend to personal care needs and implement individual programmes relating to wellbeing, health, hygiene and medical needs.
- Escort and supervise students on educational visits and community-based learning.
- Maintain confidentiality and follow safeguarding procedures without exception.
- Ensure compliance with all Health and Safety policies and contribute to creating a safe learning environment.

Teamwork and Professionalism

- Inspire trust and build positive relationships with students and colleagues.
- Participate in meetings, training, and performance development activities.
- Promote equality, inclusion and dignity for all students.
- Support the wider school team as needed and model professional conduct at all times.

Learning Support

- Providing structured support in the community to help students develop regulation, independence and the essential skills for adulthood.
- Ensure a caring, purposeful, supportive and stimulating environment conducive to learning.
- Provide learning activities for individuals and groups under the direction of the class teacher, adapting programmes to meet a wide range of learning and behavioural needs.
- Support the delivery of clear, structured teaching using evidence-based approaches including TEACCH, visual supports and personalised timetables.
- Monitor, record and report on students' learning, engagement and progress.
- Support students working outside the normal timetable or requiring bespoke learning provision.
- Select and adapt resources to support differentiated learning activities.
- Work with the class teacher on planning, evaluating and adjusting lessons and learning activities.
- Prepare and maintain classroom resources and displays.
- Provide short-term, ad-hoc cover supervision for classes when required.

Performance Management

An annual review of this job description and allocation of responsibilities will take place as part of the Performance Management Review.

Methods of Assessment	Essential / Desirable	Application	Interview
Qualification, Education and Training			
GCSE Maths and English qualification Grade 4 or above or equivalent	D	X	

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Team Teach trained, or willingness to undertake Team Teach training.	E		
Commitment to ongoing professional development, especially in behaviour, trauma-informed practice and sensory regulation.	E	X	X
Experience and Knowledge			
Experience working with children or young people with social, emotional and/or behavioural needs.	D	X	X
Experience supporting students with high levels of behaviour challenges using de-escalation, co-regulation and relational approaches.	D		X
Experience of working within sensory or nurture-based environments, or supporting students with sensory needs.	D	X	X
Experience supporting students in community settings	D		x
Experience of working in a care or education setting	D		x
Experience delivering or adapting learning activities for individuals and small groups.	D	X	X
Skills and Abilities			
Ability to plan and implement learning programmes in conjunction with the class teacher	E	X	X
Establish productive working relationships with students and promote inclusion and acceptance of all students	E	X	X
Adapting programmes to suit individual students and circumstances and identifying innovative approaches to learning activities and personal development, or care needs	E	X	X
A willingness to develop skills in using Communicate InPrint to support children and young people's learning.	E	x	x
Managing information resources in relation to students and TA staff	E	X	X
Knowledge & Understanding			
Understanding of Positive Behaviour Support (PBS) and trauma-informed approaches.	E	X	X
Knowledge of how sensory processing and emotional regulation impact behaviour and learning.	E	X	X
Understanding of safeguarding, child protection, and health & safety requirements in schools.	E	X	X
Awareness of the importance of structure, routines and predictable environments for students with high needs.	E	X	X

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Knowledge of how to promote independence, life skills and community engagement for young people with SEND.	D	X	X
Knowledge & Understanding			
Ability to form positive, trusting and emotionally safe relationships with students.	D		X
Skilled in implementing de-escalation strategies, supporting regulation and recognising early signs of dysregulation.	D	X	
Ability to facilitate and maintain calm, nurturing, sensory-friendly spaces.	D		
Able to support personalised learning, adapt activities and differentiate to meet a wide range of needs.	D		
Strong communication skills, including the ability to work collaboratively with teachers, therapists, and wider school teams.	D		
Ability to remain calm, resilient and solution-focused during high-pressure situations.	E		X
Values & Behaviours			
A child-centred, nurturing and relational approach to behaviour.	E	X	X
High levels of emotional resilience and professionalism.	E		X
Commitment to inclusion, equality and dignity for all students.	E	X	
Consistent, reliable and reflective practice, including participation in debriefs.	D		
Team player with a positive attitude and a commitment to school-wide responsibilities.	E	X	X
Commitment to safeguarding and promoting the welfare of children and young people.	E	X	X

How to apply

To apply for this post, please email hr@twsmk.co.uk to request Milton Keynes application form or navigate to the schools website, click on jobs Level 3 Teaching Assistant, this will then redirect you to MyNewTerm where you will be able to complete an application form.

Please note that the application form must be completed in full and signed. It is not sufficient to substitute a CV for all or any part of the form. We encourage applicants to visit the school, wherever possible and ask that you contact the school to arrange this.

Please speak to Lisa Munro, Head of School, for clarification of any matters in this booklet or if you have queries on how to complete the application form, please email hr@twsmk.co.uk

Completed applications should be sent to: hr@twsmk.co.uk

Deadline for Applications: TBC

Interview Date: TBC

References

Please note that it is our practice to take up references before shortlisting for interview. If you would prefer us not to do so unless you are shortlisted, please indicate this clearly in your application. Current and previous employers will be contacted as part of the verification process pre-appointment checks. When an applicant is short-listed, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview. Your referees should include your most recent employer. References from relatives or friends are not acceptable.

Child Protection

The Woodlands School is committed to safeguarding and promoting the welfare of children and young people. All staff are required, before taking up post, to undertake a criminal record check through the Disclosure and Barring Service.

Candidates for teaching and support staff posts will be assessed at interview for their suitability to work with children. Appointment is conditional upon at least two satisfactory references which include specific comments on working with children and young people. All staff at the school have a responsibility to promote and safeguard the welfare of students at the school.

All candidates must be suitable to work with vulnerable children and adults. This post is exempt from the Rehabilitation of Offenders Act 1974