



Job Description

Learning Zone Teaching Assistant

Grade 4



Reports to: Assistant Headteacher Head of Inclusion and SENCo

Job Purpose: To support the Learning Zone Co-ordinator in the day-to-day management of the Inclusion provision, ensuring that students receive appropriate support and interventions to achieve their full potential.

Key Responsibilities

1. Supporting students:

- To support the Learning Zone Co-ordinator to ensure the smooth running of the Learning Zone each day (, seating plan, curriculum work, record attendance, activities / interventions / support at social times)
- To liaise with pastoral teams to communicate plans for students / support required
- To support the delivery of curriculum work for each student
- To deliver bespoke interventions to key students attending the Learning Zone
- To support pupils in developing emotional regulation, resilience, and social skills.
- To provide 1: 1 support during emotional or behavioural crises – for example students using time out
- To ensure that all attendance and registration procedures are followed.
- To encourage positive behaviour and self-esteem through praise, reflection, and restorative approaches.
- To maintain daily overview records for each student
- To support reintegration of pupils into mainstream lessons when appropriate.
- To monitor students through regular check ins who have returned to lessons.
- To ensure that students are accessing their usual curriculum, making progress and are able to reintegrate smoothly into their usual timetabled lessons.
- To develop and deliver a range of interventions including academic, emotional, and behavioural interventions to support students in the Learning Zone
- To promote the inclusion and acceptance of all students
- To be aware of and comply with all school procedures including those in relation to child protection, health and safety and security, confidentiality, data protection, and reporting any concerns to the relevant member of staff.

2. Support for learning:

- To support students attending the Learning Zone to ensure that they engage with curriculum work.
- To adapt resources and strategies to meet individual needs.
- To liaise with teaching staff to ensure that there is feedback about student progress.
- To conduct initial assessments to identify student needs as part of the referral

3. Support and Interventions:

- To develop and review student profiles for students with SEND and additional needs.
- To support the Learning Zone co-ordinator in providing a half termly overview of interventions delivered and progress students.
- To maintain accurate records of engagement and progress
- To promote the inclusion and acceptance of all students

4. Professional Development:

- To be willing to undertake accredited specialist Continuing Professional Development (CPD) as required.
- Participate and deliver training and CPD where appropriate.

5. Compliance

- To implement advice and guidance from external agencies for identified students
- To implement policies and practices within the faculty which reflect the school's commitment to raising standards and achievement for all students.
- To be aware of and comply with all school procedures including those in relation to safeguarding, child protection, health and safety and security, confidentiality, data protection and reporting any concerns to the appropriate member of staff.
- To keep up to date student records

General Responsibilities for all Support Staff roles

- To play a full and active role in the life of the school through contributions to initiatives, student facing projects and extracurricular events, where appropriate or reasonably requested
- To undertake duties such as lunch or break supervision, before or after school duties as directed by rotas
- To work with families and external agencies supporting our students
- To work collaboratively and supportively with colleagues to achieve the vision and values of the academy
- To undertake reasonable requests from the Academy Headteacher



Person Specification
Learning Zone Teaching Assistant
Grade 4



Qualifications, Knowledge & Experience

- Experience of working with students at secondary school age.
- Experience of working with students who have a range of needs including social, emotional, behavioural and SEND.
- Experience of supporting students and/or young people during off-site activities.
- Numeracy/literacy skills (at a level equivalent to NQF Level 2).
- Ability to relate well to students and adults.
- Clear communicator, both verbal and written.
- The ability to work as part of a team and to direct support.
- The ability to coordinate the planning, managing and evaluation of student interventions.
- Highly IT literate. Ability to support students using online learning packages.
- Ability to use relevant management information systems e.g. SIMS.
- Full working knowledge and understanding of barriers to learning, including behaviour management strategies.
- An understanding of relevant aspects of the SEND Code of Practice
- Understanding the principles of child development and learning processes.
- Ability to plan effective actions for pupils at risk of underachieving.
- Willingness to undertake first aid training and other role specific training as appropriate.

Skills and Attributes

- Empathy and understanding towards students with SEND.
- An absolute commitment to wanting the best for children and young people.
- Strong organisational and communication skills.
- Strong problem-solving skills.
- Ability to manage multiple tasks and priorities.
- Self-motivation and personal drive to complete tasks to the required timescales and quality standards.
- The flexibility to adapt to changing workload demands and new school challenges that may involve working beyond prescribed hours on occasion.
- A sense of humour when under pressure.
- Tact, discretion, and diplomacy in all interpersonal relationships with the public, students, and colleagues at work.
- The ability to act as a role model to students, in terms of professional dress and manner.
- Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils.
- Personal commitment to ongoing professional development.
- A commitment to school improvement.
- Be willing to consent to and apply for an Enhanced Disclosure & Barring Service (DBS) check.