

Job Description & Role Specification

Teaching Assistant



Job Title:	Teaching Assistant
Reporting to:	Lead Teaching Assistant / Lead Teacher
Responsible for:	N/A
Location:	Location is based on the place of study for the child, young person or student. This may include KEYFORT Alternative Provision sites, community settings, home tutoring arrangements, university or college campuses, or other agreed locations.
Working pattern:	Term-time role. Hours and working pattern will be confirmed in line with service need, commissioned provision and contractual arrangements.
Travel:	Travel may be required. Any requirement to drive will be confirmed on a case-by-case basis depending on placement requirements and the needs of the business.

Summary of role

To support the delivery of person-centred learning within Alternative Provision, helping children and young people access learning, build confidence, develop communication, independence and life skills, and make progress against agreed targets.

About Alternative Provision

KEYFORT Group Ltd provides Alternative Provision / Alternative Education for children and young people who require support outside of a mainstream classroom environment. Alternative Provision is a personalised route to learning, structure and support for young people who may experience barriers linked to special educational needs and disabilities, social, emotional and mental health needs, anxiety, trauma, health, behaviour, attendance or other individual circumstances. The aim is to provide safe, consistent and person-centred support that helps each young person build confidence, routine, engagement, independence and progress, with transition or reintegration into an appropriate education setting where this is suitable.

Key responsibilities

- Promote and safeguard the welfare of children and young people you support or come into contact with.
- Build positive, professional and respectful relationships with young people, families, commissioners, education contacts and external professionals, where appropriate.
- Support a safe, structured and person-centred learning environment that reflects each young person's agreed plans, needs and outcomes.
- Follow KEYFORT Group Ltd policies, procedures, guidance and communication expectations at all times.
- Contribute to practice that follows and implements the Department for Education non-school alternative provision voluntary national standards, where applicable, alongside KEYFORT Group Ltd policies and commissioner requirements.

Safeguarding, welfare and support

- Read, understand and follow support plans, risk assessments, behaviour support plans, care plans, Education, Health and Care plan outcomes and any agreed learner plans before delivering or supporting sessions.
- Report safeguarding concerns, welfare concerns, incidents, accidents and near misses promptly and in line with company procedures.
- Use agreed behaviour support strategies consistently, calmly and professionally.
- Support young people to develop confidence, communication, emotional regulation, independence and positive engagement.

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- Maintain professional boundaries with young people, families and external professionals at all times.

Learning, progress and evidence

- Support learning activities using agreed curriculum, lesson plans, learner plans, Education, Health and Care plan outcomes, individual learning targets and commissioner requirements.
- Work creatively and flexibly to engage young people and support their access to learning.
- Adapt your approach to the young person's communication, confidence, ability, emotional regulation and engagement.
- Support the completion of session notes, learner records and evidence of progress as directed.
- Monitor and share information about engagement, progress, presentation and support needs with the appropriate line manager.
- Support routines, transitions, independence, communication and positive engagement throughout the session.

Recording, systems and communication

- Complete accurate session logs, attendance records, learner records, progress updates and evidence of learning within required timescales.
- Use relevant systems, including Log My Care and any other agreed recording systems, as directed.
- Keep in regular contact with your line manager and relevant KEYFORT colleagues by agreed communication channels.
- Share relevant information promptly with your line manager, including changes in presentation, attendance, engagement, risk or support needs.
- Maintain confidentiality and handle information in line with data protection requirements and company policy.

Health and safety

- Ensure the learning environment is safe and report any health and safety concerns immediately to your line manager or the appropriate contact.
- Follow agreed ratios, risk assessments and location-specific arrangements for each child or young person.
- Support safe practice when sessions take place in Alternative Provision sites, community settings, home environments, shared spaces or off-site activities.
- React to incidents as they occur and follow company policies and procedures in relation to safeguarding, behaviour support and health and safety.

Professional conduct

- Act in a professional manner and maintain a professional image at all times.
- Attend confirmed sessions punctually and remain available for the agreed session times unless otherwise authorised.
- Do not share personal contact details or personal information with young people or families unless this has been agreed as part of a formal support arrangement.
- Do not discuss business logistics, staffing arrangements, contractual matters or internal processes with families or external professionals unless this forms part of your role and has been agreed by management.
- Work collaboratively with colleagues and pass on relevant information to support safe, consistent and high-quality provision.

Training, supervision and quality assurance

- Undertake mandatory training, role-specific training and refresher training by required deadlines.
- Understand that failure to complete required training may result in removal from sessions until training has been completed.

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- Attend supervision, meetings, reviews, audits, observations and feedback sessions as requested.
- Engage positively with quality assurance processes, including reviews of learner progress, records, support plans, risk assessments, evidence of learning and session quality.
- Reflect on feedback and make improvements to practice where required.

General

- This is a term-time role. Annual leave, planned absence or unavailability should not be booked or taken during term time unless authorised in advance in line with company policy, contractual arrangements and service need.
- Travel may be required depending on the needs of the placement, commissioned provision and the needs of the business. Any requirement to drive will be confirmed separately on a case-by-case basis and may require a full UK driving licence, access to a vehicle and business insurance.
- Be responsible for managing your own diary, checking your schedule and ensuring you are available for confirmed sessions and duties.
- Work within all KEYFORT Group Ltd policies, procedures and reasonable management instructions.
- Undertake any other duties reasonably requested that are relevant to the role and do not substantially change the general nature of the post.

University / Band 1 and Band 2 work

Band 1 and Band 2 work provides practical Non-Medical Helper support for university and college students with disability-related barriers to study. It follows the agreed support plan and promotes independence and equal access.

- Duties may include practical or library support, reading, scribing, note-taking, sighted guiding, exam support, workshop or laboratory assistance, study assistance and agreed proofreading.
- Promote independence; do not complete assessed work or work outside the support plan. Work professionally and independently where required, maintain confidentiality and boundaries, keep records, report concerns and complete required training.

Key Competencies

- To be able to adapt to change
- To respond appropriately and professionally to emergencies
- To be able to organise and prioritise workload
- To be able to offer students the best level of support possible, in partnership with others, whilst ensuring their safety and if necessary high quality of personal care.

Essential Criteria

Essential Criteria	Method of Testing
Good general level of Education – minimum of level 2 Teaching Assistant Qualification	CV
Genuine empathy and understanding for others	Interview

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Excellent communication skills both verbal and written	Interview
Ability to understand what the role entails	Interview
Ability to work independently, use initiative and escalate concerns appropriately	Interview/References
Energy, enthusiasm and commitment to promoting equality and diversity	Interview
Punctuality/Reliability	References
Highly developed organisational, communication and interpersonal skills with a keen awareness of target audience	CV/Interview
Excellent IT skills including Word, Outlook and Excel	CV
Knowledge and awareness of the Safeguarding process	Interview

Desirable Criteria	Method of Testing
Relevant qualification and/or experience within one or more of the following areas: Specific Learning Difficulties, Mental Health Conditions, Disabilities or ongoing Health Conditions.	CV/Interview
Experience of working as a Teaching Assistant in a social setting, desirable experience of working as a TA with SEN	CV
Excellent analytical skills	Interview
Experience of university or college Band 1 and Band 2 or Non-Medical Helper support	CV/Interview
Experience of working in a personal care environment	CV/Interview

Employee Signature:	Date:	Employee Name:
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