

# Abraham Moss Community School

## Guidance Notes for Applicants, please read

### 1. The Application Form

Please complete the application form in photocopiable ink or electronically. Use an extension sheet if necessary. Take time to read the information provided on the application form before sending / emailing, including your exam results and any gaps in education or work, this is part of our safer recruitment procedures. Please include job title, date and signature and e-mail to [n.taker@abrahammoss.manchester.sch.uk](mailto:n.taker@abrahammoss.manchester.sch.uk) by the closing date for this role which is **no later than 9.00 a.m. on Monday 17 April 2023**.

### 2. The Person Specification

If you are not familiar with person specification, please don't be deterred by it. It is a tool to help the interview panel judge your application and its suitability for the post, and equally to help you think clearly about the skills and qualities you need to have or to develop for this role. It is important you read this carefully before applying to ensure you meet the criteria.

### 3. The Letter of Application

This is a **key** statement in which you should address all areas of the person specification. It should be clear, concise, accurately written, presented in an organised way and capture the reader with its relevance. Your letter should focus on **all** aspects of the person specification; the panel will review the contents of your letter against the person specification ensuring it meets all the criteria of the role you are applying for. This is an important part of the application process and must be included with the application form.

Good Luck with your application. Interview date to be confirmed.

Please remember all job offers and subject to DBS Clearance and on receipt of references.

## Job Description – Primary Phase

**Title:** Teaching Assistant, Temporary

**Salary:** Teaching Assistant Level 3 (full-time)  
Grade 4, Points 7 – 11 (currently £22,369 - £24,054 pro rata), TTO, 39 weeks

**Effective:** As soon as possible – until 31 August 2023

---

**Reporting to:** Key Stage Directors, Deputy Headteacher, Headteacher

**Main Purpose:** Under the guidance of a teacher, manage specialist support in a specific area of the curriculum and take a lead role in addressing the needs of pupils who require help to overcome barriers to learning

Deliver learning programmes and support individual pupils, small groups (and whole classes during the short term absence of teachers)

### Main Tasks:

#### Support for pupils

1. To work with groups of children under the supervision of the teacher including the delivery of therapy and programmes of work, including the implementation of ILPs.
2. Use specialist (curriculum learning) skills/training/experience to support pupils.
3. Supervise and provide particular support for pupils with additional needs ensuring their safety and access to learning activities.
4. Provide feedback to pupils in relation to progress and achievement.
5. Attend to children's personal needs, including pastoral, social, health, physical hygiene, minor first aid and welfare matters.
6. Establish good relationships with pupils, being a role model by presenting a positive personal image and responding appropriately to individual needs.
7. Promote the inclusion and acceptance of all pupils.
8. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
9. Promote independence and employ strategies to recognise and reward achievement of self-reliance.

10. To supervise whole classes as and when required.
11. To assist with the dispensing of medication in exceptional circumstances with appropriate training and under the supervision of medical staff where necessary.
12. To carry out escort duties as appropriate whenever required.
13. To support pupils on integration placement in mainstream schools or colleges and on work experience placements.

## Support for Teachers

1. To assist the teacher to ensure a safe classroom and outdoor environment, checking materials and personal equipment for defects and implement risk assessments carried out by the teacher according to school guidelines. This will include cleaning equipment used by pupils and ensuring its accessibility.
2. To liaise with therapists, medical staff, and other personnel working with pupils as required, assisting with the coordinating and planning of programmes of work and to integrate specialist advice and practice into ILPs.
3. Provide curricular clerical/admin support, eg. photocopying, making lists, collection of monies.
4. Prepare the classroom for lessons, including display work under the direction of the teacher.
5. Contribute to the planning cycle, managing and preparing resources, evaluating and adjusting lessons/work plans as directed by the teacher.
6. Be responsible for keeping and updating pupil records, information and data, producing reports as required.
7. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
8. Undertaking marking of pupils' work and accurately record achievement/progress.
9. Assist with the administration of routine assessments and undertake routine marking of pupil's work as required.
10. Under the direction of the teacher, liaise with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of pupils (this includes attendance at parent meetings).
11. Contribute to the development and implementation of behaviour management strategies.
12. Monitor and evaluate pupil responses to learning activities through observation and accurate recording of achievement against predetermined learning objectives.

## Support for the Curriculum

1. Lead on agreed learning activities/teaching programmes, adjusting activities according to pupils responses/needs, including assessment.
2. Contribute to the development of lesson/work plans.
3. To provide support in all areas of the curriculum and on social occasions for pupils who have been identified as having medical conditions, which disable their full independent access to mainstream school life.
4. Provide Curriculum / resource support and undertake programmes including those linked to local and national learning strategies, including assessment.
5. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
6. Assist pupils to access learning activities through specialist support.
7. Under the direction of the class teacher, determine the need for, prepare and maintain general and specialist equipment and resources.
8. Assist in the planning cycle, including the contribution to the development of lesson/work plans and managing and preparing resources.
9. Undertake structured and agreed learning activities/ including those linked to local and national learning strategies, adjusting activities according to pupil responses and particular needs, in order to maximise pupil access to the curriculum within an inclusive setting where appropriate. To record achievement and progress and provide feedback to the teacher.

## Support for the School

1. Ensure processes are complied with in order to overcome barriers to learning, including eg behaviour management strategies.
2. Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
3. Assist in maintaining high standards of health and safety at all times.
4. Maintain good relationships with colleagues and work together as a team.
5. Assist in the supervision of classroom, outdoor activities and school education trips and visits.
6. Assist with the supervision of discreet groups of pupils for short periods when the teacher is not present.
7. Contribute to the overall ethos/work/aims of the school.
8. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
9. Attend relevant meetings.
10. Participate in training, including relevant learning strategies and other learning activities and performance management where required.

*All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007. In addition to HLTA's, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the Headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.*

*The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and City Council Policies.*

*Where the postholder has a disability, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.*

***This is not a full description of the tasks involved in the role, which will be carried out in accordance with school policies and guidance. Postholders will be given support to enable them to interpret and carry out their role. This job description may be amended at any time following discussion between the headteacher and member of staff, and will be reviewed annually.***

# Teaching Assistant, Level 3

## Person Specification

Full time temporary position (Primary Phase)

Qualification criteria		
	Essential	Desirable
Numeracy/Literacy qualifications at Level 2 or equivalent	✓	
CACHE Level 3 Diploma in Early Years Education & Care or equivalent (please refer to Early Years Qualifications England)	✓	
Evidence of positive involvement in CPD leading to increased effectiveness	✓	
Experience		
	Essential	Desirable
Experience of working with or caring for children of a relevant age	✓	
Ability to relate well to children and adults	✓	
Ability to work as part of a team	✓	
Understanding the principles of of child development and learning processes	✓	
An understanding of the role of the Teaching Assistant and other professionals working in a classroom	✓	
The ability to use relevant technology eg photocopier	✓	
Understanding of national/foundation stage curriculum and other basic learning programmes/strategies	✓	
Willingness to undertake first aid training as appropriate	✓	
Experience of working with pupils with additional needs		✓
Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards)	✓	
Willingness to participate in training, performance management and self-evaluate leaning needs and actively seek learning opportunities	✓	
Training in the relevant learning strategies and / or in particular curriculum or learning area, eg bilingual	✓	
Effective use of ICT to support learning	✓	
Full working knowledge and understanding of national / foundation stage curriculum and other basic learning programmes / strategic processes and barriers to learning	✓	
Ability to organise, motivate and lead a team	✓	
Knowledge of strategic processes and barriers to learning, including behaviour management strategies	✓	
Ability to self-evaluate learning needs and actively week learning opportunities	✓	
Evidence of administrative competence and good organisational skills.	✓	
Good communication skills and the ability to communicate effectively orally and in writing.	✓	
The ability to establish good relationships with a tutor group and its members in order to develop identity, self-discipline, respect and positive attitudes to school life.	✓	

A willingness to contribute to extra-curricular activities.	✓	
Demonstrate a sense of responsibility and ownership of the success of their work.	✓	
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	✓	
Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils	✓	
Personal commitment to continuous self-development	✓	
A commitment to school improvement	✓	
Have integrity, optimism, credibility, resilience, calmness and a sense of proportion.	✓	
Have tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues	✓	
Be committed to maintaining a distinctive and inclusive ethos in the school.	✓	
Commitment to providing equal opportunities for all pupils.	✓	
Commitment to the safeguarding of staff and pupils.	✓	
Positive participation in team meetings and training	✓	
Be sufficiently fit to respond to the physical needs of the job	✓	
Be available to work 35 hours per week, term time (hours as directed)	✓	

**This post is subject to an enhanced DBS disclosure.**

**The post holder must be committed to safeguarding the welfare of children.**

We very much regret that we are only able to inform short listed candidates of the outcome of their application. If you do not hear from us within five working days of the closing date, please assume that you have been unsuccessful on this occasion.

We would like to assure you, however, that every application we receive is considered in detail and a shortlist only drawn up after careful reference to a detailed person specification. If therefore, your application is not successful, we hope that you will not be discouraged and will still apply for



## Information for all Posts Requiring a Disclosure

<b>Post:</b>	<b>Teaching Assistant, Level 3</b>
<b>Level of Disclosure Required:</b>	<b>Enhanced</b>

The post that you have applied for meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. If you are short listed for the post you will be asked to reveal any convictions, cautions, final warnings, and reprimands but these will not be looked at unless you are selected for the position. All applicants who are offered employment will be subject to a criminal record check, and a check will be made with the Disclosure and Barring Service before the appointment is confirmed.

The Council is an equal opportunities employer and is committed to eliminating prejudice in employment and taking positive action to counter effects of disadvantage.

We recognise that people with criminal convictions face discrimination when seeking employment and so have procedures as part of the recruitment and selection process to guard against further disadvantage.

**ANY INFORMATION WILL BE TREATED IN THE STRICTEST CONFIDENCE AND YOU WILL ONLY BE PREVENTED FROM OBTAINING EMPLOYMENT IF THE COUNCIL CONSIDERS YOU HAVE A CRIMINAL RECORD THAT MAKES YOU UNSUITABLE FOR THE POST IN QUESTION.**

The Council will ignore convictions which are not relevant to the post you are applying for. If a conviction may be relevant, the appointing panel will carefully consider the nature of the offence and the requirements of the post. The panel will also look at when the offence occurred and if there is a pattern of unrelated offences. Some serious offences will, however, almost certainly prevent the panel from making an appointment.

The City Council's full Policy on Employment of Ex-Offenders is available upon request from the Personnel Office. The Code of Practice issued by the Disclosure and Barring Service, which guides the City Council's use of Disclosures in Recruitment is also available from the HR Service upon request.