



# PRESTON MUSLIM GIRLS

## HIGH SCHOOL

Education with Patience Modesty Gratitude Humility Sincerity

### Job Description

<b>JOB TITLE:</b>	Teaching Assistant Level 3
<b>RESPONSIBLE TO:</b>	SENDCo
<b>SALARY:</b>	Grade 6 SCP 11 – 19 (£27,269 - £31,067) depending on experience
<b>HOURS:</b>	33.75 Hours, Term time plus one week
<b>CONTRACT:</b>	Fixed term until August 2026 (to be reviewed subject to funding)

#### MAIN PURPOSE

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school and into the wider community.

#### PMGHS OFFER

- An opportunity to be part of a dynamic school team.
- An outstanding school that has sustained high levels of attainment since its inception.
- An ambitious trust & governing body with high levels of aspiration for its staff.
- Courteous, studious & diligent pupils.

#### Supporting and delivering learning

##### Responsibilities:

- Complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.
- Plan, prepare and deliver learning activities for individuals/groups, or for whole classes on a short-term basis.
- Monitor pupils and assess, record and report on pupils' achievement, progress and development.

##### Duties:

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Organise and manage an appropriate learning environment and resources.
- Within an agreed system of supervision, plan to challenge teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment.
- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement.
- For this role, intimate care needs must be addressed.

## **Behaviour, guidance and support**

### Responsibilities:

- Under an agreed system of supervision, take a lead role within the school to address the needs of pupils who need help to overcome barriers to learning.

### Duties:

- Manage the supervision of pupils excluded from a normal timetable.
- Arrange and develop 1-to-1 mentoring arrangements with pupils and provide support for distressed pupils.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.

## **Support for the school**

- Support the maintenance and enhancement of the school's ethos and mission through their own outstanding professional conduct and high expectations of others.
- Be aware of and comply with policies relating to child protection, health and safety, confidentiality and data protection.
- Assist in providing an atmosphere in which effective learning can take place.
- Support the promotion of positive relationships with parents and outside agencies.
- Work within school policies and procedures.
- Attend and participate in individual and team meetings as required.
- Undertake personal development and improve own practice through training, observation, evaluation and discussion with colleagues including performance management and use this to support others.
- Accompany teaching staff and pupils on visits, trips, out of school activities and enrichment programmes and take responsibility for a group under the supervision of a teacher.
- Assist with the supervision of students out of lesson time, such as in staff rotas, break time and lunchtime supervision.
- Work as part of a team and support the role of other people in the team.

## **Supporting the Curriculum**

- Acquire knowledge of schemes of work.
- Implement and evaluate the methods and strategies outlined in the pupil's Individual Education Plan (IEP) or in the Education Health Care Plan (EHCP).
- Reinforcing Lessons: Assist in clarifying and reinforcing material introduced by the teacher.
- Small Group Work: Work with small groups of pupils to provide more personalised instruction.
- One-on-One Support: Assist pupils who need targeted support in understanding concepts or completing set work.
- Enable pupils to achieve the intended outcomes.
- Add value to learning and identify progress pupils make in lessons.

Note: This Job Description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be changed at management's discretion in the future.

**This appointment is with the Governing Body of the school, with the Governors as employers. This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to PMGHS's modified pay policy which will apply to this post.**

## Teaching Assistant Person Specification

			Assessed by:	
No	CATEGORIES	Essential/Desirable	App Form	Interview/Task
<b>QUALIFICATIONS</b>				
1.	Breadth of learning at GCSE and equivalent qualifications.	<b>E</b>	✓▪	
2.	GCSE in English and Mathematics at grade 4 or 'C' and above.	<b>E</b>	✓▪	
3.	A level or equivalent in any subject.	<b>D</b>	✓▪	
<b>EXPERIENCE</b>				
4.	Knowledge and understanding of child development.	<b>E</b>	✓▪	✓ ▪
5.	Working within a secondary school.	<b>D</b>	✓▪	✓ ▪
6.	Supporting students who have specific difficulties.	<b>D</b>	✓▪	✓ ▪
7.	Evidence of continuous professional development.	<b>E</b>	✓▪	✓ ▪
<b>ABILITIES, SKILLS AND KNOWLEDGE</b>				
8.	Ability to maintain positive relationships with pupils and other adults.	<b>E</b>	✓▪	✓ ▪
9.	Ability to encourage and enable others to develop their full potential.	<b>E</b>	✓▪	✓ ▪
10.	Ability to build professional relationships and to lead and work as part of a team.	<b>E</b>	✓▪	✓ ▪
11.	Effective classroom and behaviour management skills.	<b>E</b>	✓▪	✓ ▪
12.	Ability to communicate effectively in community languages.	<b>D</b>	✓▪	✓ ▪
13.	Knowledge of strategies to support pupils with visual and hearing impairments.	<b>D</b>	✓▪	✓ ▪
14.	Secure ICT skills for word-processing and use of learning software, including online resources.	<b>D</b>	✓▪	✓ ▪
15.	Knowledge of the secondary curriculum.	<b>D</b>	✓▪	✓
16.	Ability to maintain confidentiality in all school matters.	<b>E</b>	✓▪	✓
17.	Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstances/situations.	<b>E</b>	✓▪	✓ ▪
19.	Have excellent communication skills in order to build rapport with children, colleagues, parents and outside agencies both verbally and in writing.	<b>D</b>	✓▪	✓ ▪

20	The ability to record and assess pupils' progress and performance and write reports on student development.	<b>D</b>	✓▪	✓ ▪
21	Knowledge of and the ability to support the delivery of a broad and balanced curriculum programme in order to develop literacy and numeracy.	<b>D</b>	✓▪	✓ ▪
22	Understanding of Microsoft software for demonstration in the classroom and for administration purposes.	<b>E</b>	✓▪	✓ ▪
<b>PERSONAL QUALITIES</b>				
23	A passionate belief in the school's mission statement.	<b>E</b>	✓▪	✓ ▪
24	A strong belief in the value of education in developing citizens.	<b>E</b>	✓▪	✓ ▪
25	Highest levels of professional and personal integrity.	<b>E</b>	✓▪	✓ ▪
26	A strong commitment to inclusion and overcoming barriers to learning and achievement.	<b>E</b>	✓▪	✓ ▪
27	Personal resilience, persistence and perseverance.	<b>E</b>	✓▪	✓ ▪
28	Commitment to undertaking additional training where required.	<b>E</b>	✓▪	✓ ▪
29	Sympathetic to the Muslim faith.	<b>E</b>	✓▪	✓ ▪
30	Commitment to safeguarding and promoting the welfare of children and young people	<b>E</b>	✓▪	✓ ▪
31	Willingness to undergo appropriate checks, including enhanced DBS checks	<b>E</b>	✓▪	✓ ▪
32	Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	<b>E</b>	✓▪	✓ ▪
33	Ability to demonstrate patience and firmness	<b>E</b>	✓▪	✓ ▪

**In order to comply with Safer Recruitment, all applications must be made on the schools Application Form, CVs alone will not be accepted.**

**Offer of a position is subject to receiving satisfactory references and an Enhanced DBS Check.**

**Preston Muslim Girls High School is committed to safe-guarding and promoting the welfare of children and young people.**