THE BARLOW
RC HIGH SCHOOL

SERVE · PRAY · ACHIEVE · RESPECT

Rise up,
take courage,
and do it.

Higher Level Teaching Assistant

Are you a determined, committed and capable individual with the skills and enthusiasm to ignite a passion for learning within our pupils and encourage them to use their full potential?

Would you love to help our vulnerable students succeed and make progress academically, socially and emotionally?

We are looking for motivated and enthusiastic individuals, who would love to be part of our journey at The Barlow and could be instrumental in making a difference to our student's education.

Is it important for you to work in a supportive team, focused on continuous improvement and driving the school forward?

Do you want to work in a diverse and inclusive community, with high standards of pupil behaviour and a calm and purposeful learning environment?

If so, this could be the ideal role for you.

At The Barlow we are looking for a permanent, Higher Level Teaching Assistant.

The Barlow has a great reputation as an employer who provides continuous professional development and job stability.

You will benefit from:

- Working with children.
- Great working hours.
- School holidays.
- Job stability.
- Local government pension scheme, including life insurance and dependents pensions.
- Access to varied online training.
- Employee Assistance Programme.
- Cycle to work scheme.
- A supportive team and working environment.
- An interesting and varied role.

Important Details:

- **Contract:** Permanent, 35 hours per week, school term time plus 1 week.
- **Salary:** Grade 5, Points 13-19 £26,403- £32,061 pro rata (actual £24,981.45- £ 28,203.90).
- **Working Pattern:** Monday - Friday, 8:00 a.m. to 3:30 p.m.
- **Start Date:** 1ST September 2026
- **Pension:** Greater Manchester Pension Fund with employer contributions of 17.2%.
- **Location:** Parrs Wood Road, Didsbury, M20 6BX.

Duties of the Higher-Level Teaching Assistant:

You will work alongside the Learning Support Team to:

- Undertake group work with a range of pupils who are underachieving in a variety of subjects in order to achieve their targets, raise their motivation and aspirations.
- Recognise and respond to pupils who may suffer with social/emotional or mental health difficulties.
- Work with pupils on the autistic spectrum who have communication and interaction difficulties on a one-to one basis.
- Be responsible for welcoming and coordinating any new agency Teaching Assistants on an ad-hoc basis.

The Higher-Level Teaching Assistant must:

- Have NVQ level 3 Teaching Assistant qualification or equivalent qualifications or experience.
- Have experience of working with or caring for secondary aged children.
- Have experience of working with pupils with additional needs, in particular children with social, emotional or mental health difficulties.
- Have good literacy and numeracy skills.
- Have the ability to work pro-actively and re-engage pupils within challenging situations.
- Be willing to undertake emergency first aid training.
- Demonstrate a commitment to supporting whole-school priorities and the wider curriculum needs.

Advantages but not essential:

- Previous experience of working with young people with autism would be an advantage.

Are you the Higher Level Teaching Assistant we have been searching for?

If so, please get in touch - call the HR team 0161 438 2108, send over your CV, or complete and return an application form hr@thebarlowrchigh.co.uk

Closing date: Friday 3rd July 2026, 8.00am
Interview: Week Monday 6th July 2026

About our School



The Barlow is a highly successful, mixed, 11-16 Catholic comprehensive school. **In July 2024, Ofsted judged our school to be 'Good' in all categories. In May 2025**, our school was judged **'Outstanding' in all categories in the Catholic Schools Inspection**. Our examination results are strong; above national average in most subject areas. We are a diverse and inclusive community, with high standards of pupil behaviour and a calm and purposeful learning environment. The school is located in Didsbury, a popular area of south Manchester, with excellent transport links.

Our school is committed to safeguarding and protecting the wellbeing of children and young people, and expects all staff to share their commitment. An enhanced DBS and social media screening are required for all successful applicants.

Our school is passionate about diversity and treat everyone equally, without compromise. We are committed to providing equality and fairness throughout our recruitment and employment practices and not discriminating on any grounds.

Higher Level Teaching Assistant

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JOB DESCRIPTION

Department / (Faculty/Team)	Inclusion Faculty
Directly Reporting to	Assistant SENDCo & SENDCo
Indirectly Reporting to (if applicable)	Assistant Headteacher Inclusion
Context / Scope of Role	Term Time Only + 5 days
Purpose of Job/Role	• To support leadership and management of the Inclusion Faculty. • To carry out the day-to-day operational running of the Hive Provision. • To take a leading role in the strategic development of the provision.
Line Management Responsibilities	A selection of TAs across the Inclusion Faculty.

1. Roles & Responsibilities relating to The Hive	
1.1	Under the guidance of the SENDCo and Assistant SENDCo, provide support with the teaching and learning of pupils with special educational needs.
1.2	Under the guidance of the Inclusion Leadership Team, develop differentiated resources for pupils with special educational needs.
1.3	Take a lead role in addressing the needs of pupils with special educational needs to overcome barriers to learning.
1.4	Take responsibility for the delivery of learning programs and support for individual pupils and small groups.
1.5	To promote the safety and well-being of pupils in accordance with school policies.
2. Roles & Responsibilities relating of a Learning Support Assistant relating to supporting pupils from the Hive and wider school population	
2.1	To work with groups of pupils under the supervision of the Inclusion Leadership Team and in implementing Pupil Passports and Assess, Plan, Do, Review targets including the delivery of a range of interventions.
2.2	To attend to pupils' personal needs, including their health and welfare.
2.3	To supervise and provide particular support for pupils with a wide range of special educational needs, including but not limited to speech, language and communication needs, social, emotional and mental health needs, cognition and learning needs, sensory needs, fine motor skills needs and those pupils with physical disabilities.
2.4	To establish productive working relationships with pupils, acting as a role model by presenting a positive personal image and responding appropriately to individual needs.
2.5	To assist with assessment and tracking pupil progress.

2.6	To work closely with external agencies and therapy services and to implement therapy programmes accordingly with individual pupils and in small groups.
2.7	To promote the acceptance and inclusion of all pupils in the school and wider community.
2.8	To encourage pupils to interact, socialise and work cooperatively with others and to take an active role in the school.
2.9	To support pupils on off-site provision and work experience placements having assisted in the completion of all necessary risk assessments according to school policy.
2.10	To play a lead role in the oversight and implementation of SEND Attendance Drives.
2.11	As appropriate, to attend a range of meetings with external agencies and to report back key points of discussion and implement actions as required.
3. Roles & Responsibilities related to supporting pupils learning within the whole school community	
3.1	To monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.
3.2	To keep concise and up to date records of pupils' progress and attitude to learning within the Hive Provision.
3.3	To provide accurate feedback and reports as required, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
3.4	To assist in the development and implementation of appropriate behaviour management strategies.
3.5	To support the role of parents/carers in their child's learning and to contribute to meetings with families to provide constructive feedback on pupils' progress and attainment.
3.6	Under the supervision of the Inclusion Leadership Team, to produce learning plans and resources as appropriate.
3.7	To prepare resources by appropriate adjustments to support learning, taking account of pupils' interests, life experiences, language and communication ability and cultural backgrounds.
3.8	To provide support for staff and the school regarding the provision for pupils with special educational needs, including a focus on classroom management, teaching and learning strategies for pupils.
3.9	To provide curricular clerical/admin support for agreed activities e.g. laminating, photocopying, printing, filing.
3.10	To implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs, including assessment.
3.11	To provide support in all areas of the curriculum and on social occasions to enable pupils to access school life and the wider community.
3.12	To support the use of ICT in teaching and learning and develop pupils' competence and independence in its use.
3.13	To undertake structured and agreed learning activities including those linked to local and national priorities, adjusting activities according to pupils' individual needs, and to record achievement and progress and provide feedback to the teacher.
4. Roles & Responsibilities of a LSA role in supporting the whole school	
4.1	To ensure strategic processes are complied with in order to overcome barriers to learning, including behaviour management strategies.
4.2	To assist with the supervision of pupils on educational visits and out of school activities.

4.3	To maintain good relationships with colleagues and work together as a team.
4.4	To assist in the supervision of classroom and outdoor activities.
4.5	To be aware of and support difference and ensure there is equal of opportunity for all to learn and develop.
4.6	To establish constructive relationships and communicate with other agencies and professionals to support pupil achievement and progress.
4.7	To positively participate in training and maintain a CPD file with evidence of reflective practice, and appraisal.
5. Other Duties	
5.1	To be aware of and follow the School's policy on Safeguarding and Child Protection.
5.2	To assist at school functions and with extra-curricular activities.
5.3	To perform such other duties as may be required by the Headteacher
5.4	Set a good example in terms of dress, punctuality and attendance.
5.5	To work as part of the team, liaising, advising and consulting where appropriate.
5.6	Attend relevant Team/Departmental, Staff Meetings and Inset as required.
5.7	To carry out Duties as part of the Duty Rota.
5.8	Demonstrate a commitment to supporting whole-school priorities and the wider curriculum needs.

Higher Level Teaching Assistant

PERSON SPECIFICATION

Criteria for Appointment (Person Specification)

Source Key: **A = Application Form, I = Interview, R = References, CC = Checking Certificates**

[A] Experience, Training & Qualifications	Essential	Desirable	Source
Experience of working with or caring for children of a relevant age	*		A/I/R
Numeracy/literacy skills (at a level equivalent to NQF Level 2)	*		A/I/R
NVQ level 3 for Teaching Assistants or equivalent qualification or experience	*		A/I/R
Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards)	*		A/I
Willingness to participate in training, performance management and self-evaluate learning needs and actively seek learning opportunities	*		A/I
Training in the relevant learning strategies and /or in a particular curriculum or learning area, e.g. bilingual		*	A/I
Willingness to undertake first aid training as appropriate	*		A/I
[B] Knowledge Skills & Abilities	**Essential**	**Desirable**	**Source**
Ability to relate well to children and adults	*		A/I/R
Ability to work as part of a team	*		A/I/R
An understanding of the role of the Teaching Assistant and other professionals working in the classroom	*		A/I/R
Ability to use relevant technology e.g. photocopier	*		A/I
Effective use of ICT to support learning	*		A/I
Full working knowledge and understanding of national/foundation stage curriculum and other relevant learning programmes/strategic processes and barriers to learning	*		A/I/R
Understanding of statutory frameworks relating to teaching	*		A/I/R
Understanding of the principles of child development and learning processes	*		A/I

Ability to self-evaluate learning needs and actively seek opportunities	*		**A/I**
[C] Personal Qualities	**Essential**	**Desirable**	**Source**
Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work	*		A/I/R
Self-motivation and personal drive to complete tasks to the required timescales and quality standards.	*		A/I/R
The flexibility to adapt to changing workload demands and new school challenges.	*		A/I/R
Personal commitment to ensure that the provision is equally accessible and appropriate to meet the diverse needs of pupils.	*		A/I
Personal commitment to continuous self-development.	*		A/I/R
A commitment to school improvement	*		
Be willing to consent to and apply for an enhanced disclosure to a CRB (Criminal Records Bureau) check.	*		A/I
Personal commitment to the school's professional standards, including dress code, at all times	*		A/I/R
Willingness to uphold the Catholic Ethos of the school	*		A/I

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Experience of working with or caring for children of a relevant age	*		**A/I/R**
Numeracy/literacy skills (at a level equivalent to NQF Level 2)	*		**A/I/R**
NVQ level 3 for Teaching Assistants or equivalent qualification or experience	*		**A/I/R**
Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards)	*		**A/I**
Willingness to participate in training, performance management and self-evaluate learning needs and actively seek learning opportunities	*		**A/I**
Training in the relevant learning strategies and /or in a particular curriculum or learning area, e.g. bilingual		*	**A/I**
Willingness to undertake first aid training as appropriate	*		**A/I**
[B] Knowledge Skills & Abilities	**Essential**	**Desirable**	**Source**
Ability to relate well to children and adults	*		**A/I/R**
Ability to work as part of a team	*		**A/I/R**
An understanding of the role of the Teaching Assistant and other professionals working in the classroom	*		**A/I/R**
Ability to use relevant technology e.g. photocopier	*		**A/I**
Effective use of ICT to support learning	*		**A/I**
Full working knowledge and understanding of national/foundation stage curriculum and other relevant learning programmes/strategic processes and barriers to learning	*		**A/I/R**
Understanding of statutory frameworks relating to teaching	*		**A/I/R**
Understanding of the principles of child development and learning processes	*		**A/I**

Ability to self-evaluate learning needs and actively seek opportunities	*		**A/I**
[C] Personal Qualities	**Essential**	**Desirable**	**Source**
Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work	*		A/I/R
Self-motivation and personal drive to complete tasks to the required timescales and quality standards.	*		A/I/R
The flexibility to adapt to changing workload demands and new school challenges.	*		A/I/R
Personal commitment to ensure that the provision is equally accessible and appropriate to meet the diverse needs of pupils.	*		A/I
Personal commitment to continuous self-development.	*		A/I/R
A commitment to school improvement	*		
Be willing to consent to and apply for an enhanced disclosure to a CRB (Criminal Records Bureau) check.	*		A/I
Personal commitment to the school's professional standards, including dress code, at all times	*		A/I/R
Willingness to uphold the Catholic Ethos of the school	*		A/I