

## **Parrs Wood High School**

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Manchester

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### **Specific Learning Difficulties Teaching Assistant – Level 3 (Dyslexia)**

Grade 5 £21,074 - £23,866 (pro rata)

Actual starting salary approx. £12,300

Fixed-term contract initially for nine months (maternity cover) to commence March 2019

Working 24 hours per week, Monday to Thursday 8:25 am to 3:30 pm

Term time only plus five staff training days

Parrs Wood High School is a thriving and popular secondary school in South Manchester with a richly diverse and truly comprehensive student body which has been judged by Ofsted to be good in all areas.

The post holder will:

- Work with groups of children under the supervision of the teacher including the delivery of programmes of work and the implementation of ILPs.
- Provide pastoral support to pupils and receive and supervise pupils, excluded from, or otherwise not working to a normal timetable.
- Participate in the comprehensive assessment of pupils to determine those in need of particular help and assist the teacher with the development and implementation of individual Education/Behaviour/Support/Mentoring plans.
- Support with assessment and organisation of exam access arrangements.

Parrs Wood High School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The successful applicant will be subject to an Enhanced DBS Check.

Further information: a job description and application form can be downloaded from the school website: [www.parrswood.manchester.sch.uk](http://www.parrswood.manchester.sch.uk)

Closing date for applications is: 12:00 noon Wednesday 6<sup>th</sup> February 2019

## **JOB DESCRIPTION**

**Job Title:** Learning Support Teaching Assistant – Level 3 (Dyslexia)

**Grade 5**

**Responsible to:** Head of Inclusion

### **Main Purpose of the Job:**

Under the guidance of a teacher, provide support in addressing the needs of pupils who require particular help to overcome barriers to learning.

### **Main Duties and Responsibilities:**

1. To work with groups of children under the supervision of the teacher including the delivery of programmes of work and the implementation of ILPs.
2. Provide pastoral support to pupils.
3. Receive and supervise pupils, excluded from, or otherwise not working to a normal timetable.
4. Attend to pupils' personal needs, including minor first aid and provide advice to assist in their pastoral, social, health, and welfare matters.
5. Participate in the comprehensive assessment of pupils to determine those in need of particular help.
6. Assist the teacher with the development and implementation of individual Education/Behaviour/Support/Mentoring plans.
7. Provision of support for pupils with special needs.
8. Establish productive working relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs.
9. Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
10. Promote the speedy/effective transfer of pupils to make choices about their own learning/behaviour/attendance.

11. Challenge and motivate pupils, promote and re-inforce self-esteem.
12. Provide feedback to pupils in relation to progress, achievement, behaviour and attendance.
13. Promote the inclusion and acceptance of all pupils.
14. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
15. To assist with the dispensing of medication in exceptional circumstances, with appropriate training and under the supervision of medical staff where necessary.
16. To carry out escort duties as appropriate whenever required.
17. To support pupils on integration placement in mainstream schools or colleges and on work experience placements.
18. 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.
19. Under the direction of the teacher, prepare classroom for lessons, including display and clear afterwards, as appropriate.
20. Provide specialist advice and guidance (dyslexia) as required.
21. 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.
22. Liaise with schools and other relevant bodies to gather pupil information.
23. Support pupils' access to learning using appropriate strategies and resources.
24. Work with the teacher in planning, evaluating and adjusting learning activities as appropriate.
25. Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.

26. Be responsible for keeping and updating records, information and data, producing analysis and reports as required.
27. 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.
28. Assist in the development and implementation of appropriate behaviour management strategies.
29. Liaise with parents/carers, schools and establish relationships, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
30. Assist in the development, implementation and monitoring of systems, relating to attendance and integration.
31. Provide curricular and other related clerical and administrative support e.g dealing with correspondence, compilation /analysis/reporting on attendance, exclusions.
32. 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.
33. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs, including assessment.
34. Be aware of and appreciate a range of activities, courses, organizations, agencies and individuals to provide support for pupils to broaden and enrich their learning.
35. Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.
36. Ensure strategic processes are complied with in order to overcome barriers to learning, including e.g. behaviour management strategies.
37. 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.
38. Supervise pupils on educational visits and out of school activities.
39. Assist in maintaining high standards of health and safety at all times.

40. Maintain good relationships with colleagues and work together as a team.
41. Assist in the supervision of classroom and outdoor activities.
42. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
43. Contribute to the overall ethos/work/aims of the school.
44. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
45. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support pupil achievement and progress.
46. Attend and participate in regular meetings.
47. Participate in training and other learning activities as required.
48. Recognise own strengths and areas of expertise and use of these to advise and support others.
49. Where appropriate, to attend review meetings of pupils who have been identified as experiencing physical disabilities or complex medical needs, providing information on options and access issues.
50. To converse at ease and provide advice in accurate spoken English is essential for the post.
51. To support with assessment and organisation of exam access arrangements.

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.

A Teaching Assistant Level 3 may be called upon to provide cover for whole classes e.g. to cover short term teacher absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment and reporting.

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

Parrs Wood High School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. All appointments will be subject to the satisfactory completion of an Enhanced DBS check.

**Where the postholder is disabled, 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.**

**Person Specification**  
**Learning Support Teaching Assistant – Level 3 (Dyslexia)**

**Grade 5**

**For this job we are looking for:**

Knowledge of relevant learning strategies for pupils with dyslexia.

Experience of working with children/young people with behavioral difficulties and those with communication, severe, profound or complex learning difficulties where appropriate.

Experience of working with pupils with additional needs.

Numeracy/literacy skills with a good level of knowledge and understanding (at a level equivalent to NQF Level 2).

NVQ Level 3 for Teaching Assistants or equivalent qualification or experience.

Appropriate qualification, knowledge and experience to deliver tests for dyslexia, interpret the findings and plan appropriate action for students.

Ability to relate well to children and adults.

Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards).

Ability to work as part of a team.

An understanding of the role of the Teaching Assistant and other professionals working in the classroom.

Ability to use relevant technology e.g. photocopier.

Full working knowledge and understanding of national/foundation stage curriculum and other basic learning programmes/strategic processes and barriers to learning, including behaviour management strategies.

Understanding the principles of child development and learning processes.

Ability to plan effective actions for pupils at risk of underachieving.

Full understanding of the range of support services/providers.

Ability to self-evaluate learning needs and actively seek learning opportunities.

Willingness to undertake first aid training as appropriate.

The roleholder must have a command of spoken English which is sufficient to enable the effective performance of the role, including the ability to speak with confidence and accuracy and the ability to listen and respond appropriately dependent on the audience.



## **Personal Style and Behaviour**

Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at 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 support is equally accessible and appropriate to the diverse needs of the pupils.

Personal commitment to continuous self-development.

Personal Commitment to continuous school improvement.

Be willing to consent to and apply for an enhanced disclosure check to the DBS (Disclosure and Barring Service).