BURY METROPOLITAN BOROUGH COUNCIL

JOB DESCRIPTION

Post Title: **TEACHING ASSISTANT (LEVEL FOUR)/HIGHER LEVEL TEACHING ASSISTANT**	
Department: **CHILDREN'S SERVICES**	**Establishment/Post No:** MILLWOOD
Division/Section:	**Post Grade:** TA4
Location: **MILLWOOD PRIMARY SPECIAL SCHOOL**	**Post Hours:** 37 hours per week term time only
Special Conditions of Service:	

Purpose and Objectives of Post:

To take responsibility for agreed learning activities under an agreed system of supervision (subject to the direction and supervision of a teacher/leader). Planning, preparing and delivering learning activities for individuals/groups/whole classes. Monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development. Management and development of a specialist area within the school and/or supervision of other teaching assistants including appraisal and training.

Accountable to: Head Teacher

Immediately Responsible to: Line Manager (Deputy or Assistant head)

Immediately Responsible for: Teaching Assistants

Relationships: (Internal and External)

Governors, Head Teacher, Deputy head or Assistant head, Teachers, Support Staff, Pupils.

Extended Services, Social care, Children's Disability Team, other professionals working with children and families, Child and Family Worker

Control of Resources:

Duties/Responsibilities:

SUPPORT FOR THE PUPIL

- Assess the needs of pupils and used detailed knowledge and specialist skills to support pupil learning.
- Promote inclusion and acceptance of all pupils
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils learning.
- Encourage pupils to interact with others and work cooperatively with others and engage pupils in activities.
- Promote independence, employing strategies to recognise and reward achievement of self-reliance.
- Establish productive working relationships with all pupils, acting as a role model and setting high expectations.
- Develop and implement individual learning plans.
- Provide feedback to pupils in relation to progress and achievement.

SUPPORT FOR THE TEACHER

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents in pupils learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests.
- Production of lesson plans, worksheets, plans etc.

SUPPORT FOR THE CURRICULUM

- Lead and deliver learning activities or interventions to pupils within an agreed system of supervision, adjusting activities according pupil learning styles and responses/needs.
- Deliver local and national learning strategies eg. literacy, numeracy, early years effectively utilising all alternative learning opportunities to support extended development.
- Use ICT effectively in learning activities and develop pupils' competence and independence in its use.
- Assist pupils to access learning through specialist support eg. curriculum/SEN specialism.
- Select and prepare required resources necessary to lead learning activities, taking account of pupil's interests, language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

SUPPORT FOR THE SCHOOL

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to lead, advise and support others.
- Deliver out of school learning activities within guidelines established by the school.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend in school activities.

Duties/Responsibilities - Continued:

SUPERVISORY RESPONSIBILITIES

- Liaise between managers/teaching staff and teaching assistants.
- Hold regular team meetings with managed staff.
- Represent teaching assistants at teaching staff/management/other appropriate meetings.
- Undertake induction/appraisal/training/mentoring for other teaching assistants.
- Assist in the recruitment process for teaching assistants.
- Lead on a specialist area in school, e.g. a specific therapy or intervention.
- Other duties as reasonably requested by the headteacher within the remit of the role.

Where an employee is asked to undertake duties other than those specified directly in his/her job description, such duties shall be discussed with the employee concerned who may have his/her Trade Union Representative present if so desired. (See paragraph 203 of Supplemental Conditions of Service)

Job Description prepared by:	**Sign:**	**Date: 16/11/2026**
Agreed correct by Postholder:	**Sign:**	**Date:**
Agreed correct by Supervisor/Manager:	**Sign:**	**Date:**

Person Specification

ASSESSMENT METHOD	SHORT-LISTING CRITERIA	ESSENTIAL	DESIRABLE
APPLICATION FORM /INTERVIEW	QUALIFICATIONS/TRAINING Have achieved a nationally recognised qualification at level 2 or above (GCSE C/4 or above or equivalent e.g. functional skills level 2) in English/literacy and Mathematics/numeracy. Hold NVQ 3 for Teaching Assistants and Hold HLTA status.	✓	
APPLICATION FORM / INTERVIEW	Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support	✓	
APPLICATION FORM / INTERVIEW	Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice	✓	
APPLICATION FORM /INTERVIEW	SKILLS Demonstrate a commitment to collaborative and cooperative working with colleagues	✓	
APPLICATION FORM / INTERVIEW	Use effective strategies to promote positive behaviour	✓	
APPLICATION FORM /INTERVIEW	Plan how they will support the inclusion of the children and young people in the learning activities	✓	
APPLICATION FORM / INTERVIEW	Monitor learners' responses to activities and modify the approach accordingly	✓	
APPLICATION FORM / INTERVIEW	Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities	✓	
APPLICATION FORM /INTERVIEW	Understand the key factors that affect children and young people's learning and progress	✓	
APPLICATION FORM / INTERVIEW	Direct the work, where relevant, of other adults in supporting learning	✓	
APPLICATION FORM / INTERVIEW	Minimum 4 years' experience of working with children in an educational setting with additional needs within specified age range/subject area.	✓	
APPLICATION FORM / INTERVIEW	Understand the objectives, content and intended outcomes for the learning activities in which they are involved. Monitor learners' responses to activities and modify the approach accordingly	✓	

APPLICATION FORM / INTERVIEW	Support and monitor the evaluation of learners' progress using a range of assessment techniques	✓	
APPLICATION FORM / INTERVIEW	Contribute to maintaining and analysing records of learners' progress	✓	
APPLICATION FORM / INTERVIEW	Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation	✓	
APPLICATION FORM / INTERVIEW	Organise and manage learning activities in ways which keep learners safe	✓	
APPLICATION FORM / INTERVIEW	Use their area(s) of expertise to plan their role in learning activities	✓	
APPLICATION FORM / INTERVIEW	Devise clearly structured activities that interest and motivate learners and advance their learning	✓	
APPLICATION FORM / INTERVIEW	Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities	✓	
APPLICATION FORM / INTERVIEW	Know how to use ICT to support their professional activities and advance learning	✓	
APPLICATION FORM / INTERVIEW	LEADING LEARNING Advance learning when working with individuals, small groups and whole classes without the presence of the assigned teacher	✓	
APPLICATION FORM /INTERVIEW	PROFESSIONAL VALUES AND PRACTICE Have high expectations of children and young people with a commitment to helping them fulfil their potential	✓	
APPLICATION FORM / INTERVIEW	Know how to contribute to effective personalised provision by taking practical account of diversity	✓	
APPLICATION FORM / INTERVIEW	Recognise and respond appropriately to situations that challenge equality of opportunity	✓	
APPLICATION FORM /INTERVIEW	Establish fair, respectful, trusting, supportive and constructive relationships with children and young people	✓	
APPLICATION FORM /INTERVIEW	Demonstrate the positive values, attitudes and behaviour they expect from children and young people	✓	

APPLICATION FORM /INTERVIEW	Demonstrate a commitment to collaborative and cooperative working with colleagues	✓	
APPLICATION FORM / INTERVIEW	Improve their own knowledge and practice including responding to advice and feedback	✓	
APPLICATION FORM /INTERVIEW	Communicate effectively and sensitively with children, young people, colleagues, parents and carers	✓	
APPLICATION FORM /INTERVIEW	Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people	✓	
APPLICATION FORM /INTERVIEW	Willingness to participate in relevant training and development opportunities	✓	