



Recruitment Pack



Teaching Assistant
Level 2

Millwood School, Bury

Teaching Assistant - Level 2

32.5 hours per week

(term time only - plus 5 days)

8.45pm - 3.30pm with one staff meeting until 4.30pm and one half an hour class meeting (either in the morning or after school).

Millwood is an outstanding primary special school for pupils who have significant additional educational needs.

What our pupils say about Millwood:

"I belong at Millwood"

"Millwood is a magic school"

"I love Millwood"

What our parents say about Millwood:

"My son wakes me every morning at 5am saying school and clapping. He can't wait to put his uniform on."

"O loves school to the point he wakes me up every weekend holding his uniform he loves it so much"

"Teachers and staff are lovely, friendly and helpful"

"Millwood really is a fantastic place to work. Everywhere you turn there is always a friendly smile and support readily available; all you need to do is ask."

"We are led by an incredible leadership team who ensure that work life balance is an absolute priority and they are all extremely supportive in all aspects of teaching life."

"Being a teacher at Millwood is an absolute privilege. From the moment you walk through the doors you are welcomed by everyone. The children make each day so wonderful and to see them smiling and enjoying school brings me so much happiness. It is a joy to work alongside like-minded, enthusiastic colleagues at Millwood who really do strive to bring out the best!"

"Millwood has and will continue to be my dream job, I feel very lucky to be able to teach the most wonderful children."

Our School Vision:

‘To open up the world for our school, family and community. Driven by our values we will ensure a magical journey and memorable discoveries through our aspirational, engaging curriculum. We will inspire confidence and a love of learning in a happy, safe and nurturing environment with respect for all.’

Our values:



Successful candidates will demonstrate the ability to work across the school within a team under the guidance of the teacher to contribute to, and implement, agreed programmes of study and individual learning objectives; programmes of therapy to support communication and physical development; individual behaviour plans.

Millwood can offer:

- Wonderful children who will make you smile everyday.
- A robust induction and comprehensive professional development programme
- An inclusive, nurturing and friendly working environment.

Employees of Millwood Primary Special School have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm. Our safeguarding policy can be found here:

<https://www.millwoodschool.co.uk/school-information/policies>

Millwood is a Disability Committed School.

Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS), two suitable references, health clearance and right to work in the UK. We will conduct an online search of shortlisted candidates in line with KCSIE 2025

Application Forms are downloadable from this page and returnable via email to recruitment@millwoodschool.co.uk

Post title Teaching Assistant – Level Two

Post Hours 32.5 - Grade 8
(term time only, plus 5 days)

Special Conditions of Service Attendance at evening or morning meetings may be required, holidays to be taken when school is closed.

Purpose and Objectives of Post:

To work under the instruction/guidance of teaching / senior staff to undertake work/care/support programmes (inclusive of specific individual learning needs), to enable access to learning for pupils and to assist the teacher in the management of pupils in the classroom. Work may be carried out in the classroom or outside the main teaching area.

Accountable to
Headteacher, Immediately responsible to Class Teacher

Relationships:
Governing Body, Head Teacher, Teachers, Support Staff, Pupils

Duties/Responsibilities:

SUPPORT FOR THE PUPIL

- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher.
- Follow specialist feeding programmes to ensure the needs of individual pupils are met.
- Support pupils during breaks from teaching activities.
- To use positive handling techniques and implement teaching programmes as necessary.

SUPPORT FOR THE TEACHER

- Provide clerical/administration support (e.g. photocopying, typing filing, collecting money etc.)
- Assist with the display of children's work
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- In liaison with the teacher, use strategies to support pupils to achieve learning goals.
- Assist the teacher with the preparation of teaching and learning materials and subject matter.
- Monitor pupils' responses to learning activities and accurately record pupil achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, behaviour needs etc.
- Administer routine primary tests and invigilate exams and undertake routine marking of pupils' work
- Promote good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy.
- Establish constructive relationships with parents/carers.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents under teacher's direction.
- Support curriculum coordinators in the development and maintenance of resources.

SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/learning programmes taking into consideration pupil learning styles. Adjust activities according to pupil responses/needs.
- Undertake programmes linked to local and national learning strategies e.g. english, maths, recording achievements and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.
- Access training for Team Teach, PECs, Signalong and individual communication aids as appropriate.

SUPPORT FOR THE SCHOOL

- Be aware of and comply with school policies and procedures relating to child protection, safeguarding, health and safety, 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 school ethos, aims and development.
- Appreciate and support the role of other professionals
- Attend relevant meetings as required
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of directed lesson time, e.g. at lunchtime.
- Attend Awards' Evening and Parents' Evenings as directed with appropriate adjustments in hours.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher.
- Use Team Teach methods both physical and non-physical in line with training (where appropriate) to support the behavioural needs of pupils.

SUPPORT FOR THE TEACHING GROUP/CLASS

- Supervise pupils on visits, trips and out of school activities as required.
- Transport pupils as appropriate subject to MIDAS training if using the school minibus.

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)

Employees of Millwood Primary Special School have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.

Prepared by

Date:

Signed by postholder

Date:

Signed by manager

Date:

PERSON SPECIFICATION

ASSESSMENT METHOD	SHORT-LISTING CRITERIA	ESSENTIAL	DESIRABLE
APPLICATION FORM /INTERVIEW	QUALIFICATIONS/TRAINING NVQ 2 in Teaching Assistance/Supporting Teaching and Learning or equivalent qualification (DNN, NVQ in Childcare and Education, BTEC National Diploma in Childhood Studies, CACHE Level 2 Teaching Assistants/Supporting Teaching and Learning) Competent in Maths and English – proof of certificate either GCSE (A*-C/9-4) or equivalent e.g. functional skills	√	
APPLICATION FORM / INTERVIEW	Training in the relevant strategies e.g. Team Teach, PECS, sign language, TEACCH, MSI, National and EYFS curriculum, P Levels, Paediatric First Aid, MOVE, Gastrostomy Feeding		√
APPLICATION FORM/ INTERVIEW	EXPERIENCE Must have experience of working with children with additional needs.	√	
APPLICATION FORM /INTERVIEW	SKILLS Ability to work effectively within a team environment, understanding classroom roles and responsibilities	√	
APPLICATION FORM / INTERVIEW	Ability to promote a positive ethos and role model positive attributes	√	
APPLICATION FORM /INTERVIEW	Ability to build effective working relationships with all pupils and colleagues	√	
APPLICATION FORM / INTERVIEW	Ability to adapt own approach in accordance with pupil needs	√	

ASSESSMENT METHOD	SHORT-LISTING CRITERIA	ESSENTIAL	DESIRABLE
APPLICATION FORM /INTERVIEW	Ability to work with children at all levels regardless of specific individual need and learning styles as appropriate	√	
APPLICATION FORM /INTERVIEW	Ability to use technology to support teaching and learning including the preparation of high-quality resources	√	
APPLICATION FORM /INTERVIEW	KNOWLEDGE AND EXPERIENCE Working knowledge and understanding of national/EYFS curriculum and other relevant learning programmes/strategies.	√	
APPLICATION FORM / INTERVIEW	Working knowledge and general understanding of principles of child development, learning styles and independent learning for children with additional needs.	√	
APPLICATION FORM / INTERVIEW	Working knowledge of relevant policies/codes of practice and awareness of relevant legislation	√	
APPLICATION FORM /INTERVIEW	Understanding of inclusion especially within a school setting	√	
APPLICATION FORM / INTERVIEW	Experience of resources preparation to support learning programmes	√	
APPLICATION FORM / INTERVIEW	Can use ICT effectively to support learning and communication including keeping up to date with emails and school communication systems.	√	
APPLICATION FORM /INTERVIEW	PROFESSIONAL VALUES AND PRACTICE High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	√	

ASSESSMENT METHOD	SHORT-LISTING CRITERIA	ESSENTIAL	DESIRABLE
APPLICATION FORM /INTERVIEW	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners	√	
APPLICATION FORM /INTERVIEW	Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work	√	
APPLICATION FORM /INTERVIEW	Able to improve their own practice through observations, evaluation and discussion with colleagues	√	
APPLICATION FORM / INTERVIEW	Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice	√	
APPLICATION FORM / INTERVIEW	Ability to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning	√	
APPLICATION FORM /INTERVIEW	Willingness to participate in relevant training and professional development opportunities.	√	