



Application Pack

TA Level 2



Our school at a glance



Ofsted said : “Pupils are proud to belong to this warm and friendly school”.

Pupils on roll: 441

We are a two-form entry, split-site school
Conduit St Site: 291 pupils (Years 2-6)
Wilkes St Site: 150 pupils (Nursery - Year 1)

Hodge Clough is a school on a journey, and together we are building something special: a school that sets high standards and a place where every pupil is known, supported and challenged to achieve their full potential. The team here are committed to this journey, and we are committed to investing in our team.



Vision & Values



Our strategic vision is rooted in the belief that every child can achieve great things when given the right support, challenge and opportunity, and that children must be placed firmly at the **HEART** of every decision we make.

At Hodge Clough, our motto is “Kind Hearts, Ambitious Minds, Striving for Excellence”. Our core value of Pride, alongside our other values of Happiness, Excellence, Attitude, Respect and Togetherness (HEART) shape the culture of the school and articulate the standards we expect for, and from, every member of our community.

We aim to create a school filled with warmth, kindness and ambition, where children feel happy, valued, safe and inspired to learn. We foster positive attitudes, high expectations and a commitment to personal excellence, ensuring pupils develop confidence, resilience and a deep belief in their own potential.

Through respect, empathy and togetherness, we build a strong sense of community in which every child belongs, every voice is heard and every success is celebrated. Our vision provides a clear moral purpose and strategic direction: to ensure that every child thrives academically, socially and emotionally and leaves Hodge Clough proud of who they are and what they can achieve.



Job Description



Job role	Teaching Assistant Level 2
Contract:	Initially, fixed Term for 12 months
Grade:	Grade 3
Responsible to:	Headteacher
Responsible for:	As directed by the Headteacher/SLT
Hours of Duty	Full time; Term Time Only
Special Conditions of Service	<ul style="list-style-type: none">• All posts require enhanced DBS clearance prior to appointment.• Annual Leave – Term Time Only – this post is employed on a Term Time Only basis and therefore all staff are required to be in school during the school term.• Requirement to undertake First Aid Training and provide first aid cover as necessary.• Ability to attend occasional meetings out of school hours when required.• Assisting students in line with moving and handling guidelines, if required• Providing hygiene care to students, if required• Lifting and carrying as required.• The ability to converse at ease with customers and service users and provide advice in accurate spoken English.

Hodge Clough Primary is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

PURPOSE AND OBJECTIVES OF THE JOB

Act as a responsible adult to champion an inclusive environment where all pupils, including those with SEND, feel safe, valued, and supported. You will assist with classroom management, personal care and the adaptation of resources to actively remove barriers to learning. Working collaboratively, you will empower learners to build independence, make academic progress, and thrive in their personal development.

CONTROL OF RESOURCES

Personnel

To be responsible for the direction, support and motivation of self and / or pupils under the postholder's control.

Safeguarding

Fulfil responsibilities and obligations in relation to the safeguarding of children.

Financial

To work in accordance with Financial Regulations and procedures of the School.

Equipment/Materials

To be responsible for the safe use and maintenance of equipment/materials used by the postholder.

To adhere to all rules and regulations relating to the use of ICT, e-mail and intranet / internet access.

Teaching resources including audio visual and computer equipment.

Health/Safety/Welfare

Responsible for the health, safety and welfare of self and colleagues in accordance with School's Health & Safety policies and procedures and current legislation.

PRINCIPAL DUTIES

It is expected at Level 2 that the postholder will work under the direction of teaching staff and may be responsible for some learning activities within the overall teaching plan to enable access to learning which will be in addition to undertaking the core duties outlined in the Level 1 job description.

Help to keep young people safe by:

- preparing and maintaining a safe and hygienic environment
- dealing with accidents, emergencies and illness
- supporting the safeguarding of children
- encouraging children's positive behaviour

Provide support for learning activities by:

- supporting the implementation of SEND learning strategies
- providing the right amount of support at the right time
- supporting the teacher in planning learning activities
- supporting the delivery of learning activities
- supporting the teacher in the evaluation of learning activities
- promoting independence and enabling students to retain responsibility for their learning
- encouraging students to be comfortable taking risks with their learning

Support children's development by:

- contributing to the development of children physically, emotionally and socially
- contributing to children's communication and intellectual development
- contributing to planning to meet children's development needs

Support literacy and numeracy development by:

- supporting students to develop their reading, writing skills, speaking/talking and listening skills
- supporting students to develop numeracy skills and to use and apply mathematics
- modelling high standards of written and verbal communication at all times

Support the use of information and communication technology for teaching and learning by:

- preparing and supporting the use of ICT resources for use in teaching and learning
- supporting students' learning through the use of ICT

Observe and report on student performance to inform the teacher's assessment and planning

- liaising with individual teachers, and senior leaders to identify priorities and ensure that needs are met.

Prepare and maintain the learning environment by:

- preparing the learning environment and learning materials for use
- monitoring and maintaining the learning environment and resources

Promote positive behaviour by:

- implementing agreed behaviour management strategies
- supporting students in taking responsibility for their learning and behaviour

Develop and promote positive relationships by:

- interacting with and responding to young people and adults in a way that fosters positive relationships
- communicating effectively with young people and adults
- supporting young people in developing positive relationships

Provide effective support for your colleagues by:

- maintaining working relationships with colleagues
- developing your effectiveness in your role

Support the development and effectiveness of work teams by:

- contributing to effective team practice
- contributing to the development of the team
- sharing best practice with colleagues

Reflect on and develop practice by:

- reflecting on own professional practice
- taking responsibility for and participating in continuing professional development

Support student's learning by:

- participating in activities to encourage communication and language

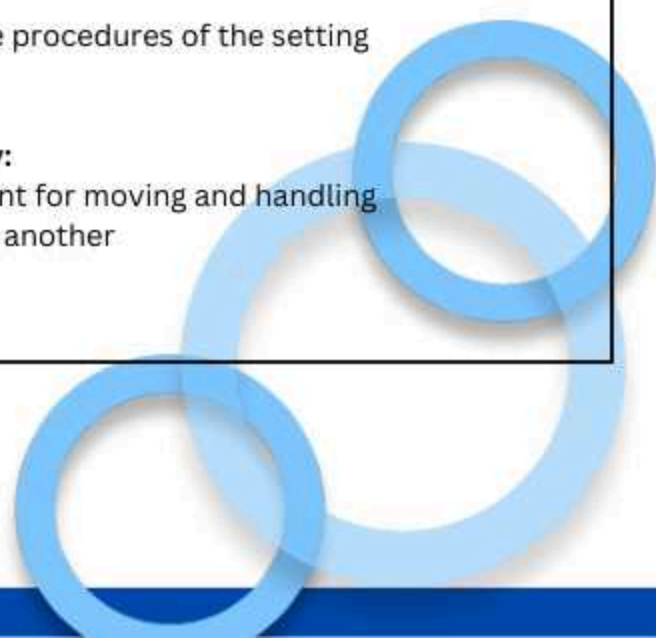
Support a child with disabilities or special educational needs by:

- providing care and encouragement
- providing support to help the student to participate in activities and experiences
- having high expectations
- modelling positive social interactions, excellent work ethic and the behavioural expectations of the school setting
- supporting the child and family according to the procedures of the setting

In addition, the role may possibly include: -

Contribute to moving and handling individuals by:

- preparing students, environments and equipment for moving and handling
- enabling students to move from one position to another
- personal care



Support individual and group intervention sessions by:

- preparing and maintaining environments, equipment and materials prior to, during and after intervention sessions
- supporting individuals prior to and within intervention sessions
- observing and providing feedback on intervention sessions

Invigilate tests and examinations by:

- preparing to run tests and examinations
- implementing and maintaining invigilation requirements

SECONDARY DUTIES

1. Uphold the professional standards expected of every member of school staff in all dealings with colleagues, students, parents / carers and the wider community and adhere to the principles expressed in the aims of the school.

2. Work collaboratively across departments with colleagues and students to ensure the school operates as effectively as possible to achieve its aims. Develop collaborative working relationships with other managers and colleagues in the school.

3. To participate in programmes of training as a trainee and when required as a trainer facilitator.

Actively contribute to the continued development of the school by attending training, participating in relevant meetings, and putting forward ideas for improvement.

To demonstrate a commitment to self-review and professional development.

4. Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns as appropriate.

5. Maintain designated databases/files in accordance with school policies for data governance, as appropriate for the role.

6. To support and participate in team working across the school as required and to facilitate the career development of the post holder. Prepare and contribute to school development by sharing best practice and professional feedback.

7. To undertake such other duties and responsibilities of an equivalent nature commensurate with the level of responsibility that may be allocated periodically, as may be determined from time to time by the Headteacher (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).

8. The postholder's duties must at all times be carried out in compliance with the school's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.

a) Take reasonable care of the health and safety of self, other persons and resources whilst at work.

b) Cooperate with management of the school as far as is necessary to enable the responsibilities placed upon the school under the Health and Safety at Work Act to be performed, e.g. operate safe working practices including both mental and physical wellbeing.

c) It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards employees. The postholder should also counteract such practice or behaviour by challenging or reporting it.

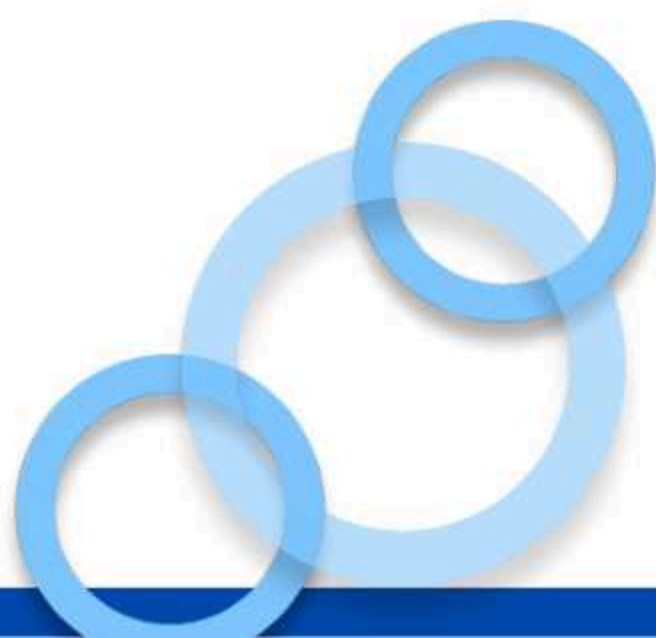
10. To attend and participate in meetings as required.

11. Play a full part in the life of the school community, supporting our ethos and values encouraging staff and students to follow this example.

12. Actively promote the school policies.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year as part of the performance management cycle and may be subject to modification or amendment at any time after consultation with the post holder.

To undertake such other duties and responsibilities of an equivalent nature, as may be determined by the school from time to time in consultation with the postholder and, if he/she so wishes, with his/her trade union representative.





Person Specification

Criteria	Essential (E) or Desirable (D)	How Identified: AF Application Form I Interview C Check certificates A Assessment
Qualifications		
NVQ 2 or above for Teaching Assistants or equivalent qualification or experience	E	AF/C
To possess minimum GCSE English and Mathematics at Grade A*- C, or a Level 2 qualification in Literacy and Numeracy or CSE Grade 1 in English and Mathematics, or equivalent	E	AF/C
Paediatric First Aid certificate / additional related qualifications	D	AF/C
Skills, Experience & Ability		
Importance of safeguarding/child protection when working in a school setting	E	AF/I
Has experience of working with children	E	AF/I
Has experience of working as a Teaching Assistant and with children with SEND	D	AF/I
Knowledge of the practical application of special educational needs strategies	D	AF/I
Experience of working with learning resources and helping with their preparation to support learning programmes / interventions.	E	AF/I
Experience of delivering phonics sessions and interventions	E	AF/I
Trained in Read Write Inc	D	AF/I

Awareness and understanding of a range of integration and inclusion strategies	D	AF/I
Awareness of assessment and intervention framework for children with special educational needs	D	AF/I
Build effective working relationships with all students and colleagues	E	AF/I
Understanding of and willingness to use technology to support learning	E	AF/I
Work effectively within a team environment, understanding classroom roles and responsibilities.	E	AF/I
Work within the school's ethos and role model positive attributes	E	AF/I
Ability to communicate with and sensitively support and care for a child or young person, in ways suitable for his/her age, needs and abilities	E	AF/I
Working with and/or caring for young people	D	AF/I
An understanding of Primary school curriculum	E	AF/I
Commitment to inclusion in a primary school setting	E	AF/I
Communicate effectively and sensitively with students, young people and colleagues	E	AF/I
Organise and manage learning activities in ways which keep students safe	E	AF/I
Actively encourage and motivate students to advance their learning. Able to adapt activities and experiences to enable a child or young person to take part, feeding back on progress to the child, other adults and family as required	E	AF/I
Importance of safeguarding/child protection when working in a primary school setting	E	AF/I

Personal Skills & Attitudes		
Interpersonal skills to build effective working relationships with pupils and colleagues	E	AF/I
Enthusiastic with a love of learning	E	AF, I
An understanding and proven commitment to all aspects of equal opportunities	E	AF, I
A caring and positive person	E	AF, I
Good communication skills – written and oral	E	AF, I
Well-organised and pays attention to detail	E	AF, I
Willingness to go the extra mile for our children	E	AF, I
Self motivated	E	AF, I
Special Working Conditions		
Improve own knowledge and practice by participating in professional reviews and display commitment to continual professional development	E	AF/I
The ability to recognise and respond appropriately to situations that challenge equality of opportunity	E	AF/I
Be committed to working within the school's policies and procedures and adhering to safe working practices	E	AF/I
Ability to occasionally attend meetings out of the school's hours.	E	AF/I
Providing hygiene care to students	E	AF/I
Lifting and carrying equipment as required	E	AF/I
The ability to converse at ease with customers and service users and provide advice in accurate spoken English	E	AF/I

How to apply



1. Download the application form from Greater Jobs
2. Return the completed form and any supporting documents by the closing date of:
Monday 29th June at 12 noon and send to info@hodgecloughprimary.oldham.sch.uk
3. We welcome visits to school prior to application. Please contact us on 0161 770 5790 if you would like to arrange a visit.

References

Please note that we will contact the referees of shortlisted candidates prior to interview unless otherwise instructed.

Please ensure that you provide the headteacher's details if your last position was in a school setting.

Please also note that we can only use business email addresses for referees, not personal ones, and we cannot accept generic references i.e. addressed "to whom it may concern"

Hodge Clough Primary School is committed to safeguarding and promoting the welfare of vulnerable adults, children and young people, and expects all staff to share this commitment. The information requested for applicants is considered to be objectively justified to comply with government guidance on safer recruitment in such areas.

Appointment to this post is subject to a DBS check.

Please note that we appreciate the time and effort that goes into completing an application, but we regretfully cannot feedback to all applications. If you have not received a response two weeks after the closing date, please assume you have not been successful on this occasion.