

APPLICANT'S INFORMATION PACK

CONTENTS

1. Letter from the Headteacher
2. Application and Selection process and timescales
3. Information about Levenshulme High School
4. Information about the Faculty
5. Education and Leadership Trust Profile
6. Education and Leadership Trust Professional Offer
7. Child Protection Policy
8. DBS Information Sheet
9. Application Form
10. Equal Opportunities Form
11. Job Description
12. Person Specification

For more information please visit the School's Website:

www.levenshulmehigh.co.uk

Academy Headteacher: Dr. J. MacKinnon PhD
Executive Headteacher: Ms P. Kane M.A.

Crossley Road, Levenshulme, Manchester, M19 1FS
T: 0161 224 4625 E: office@levenshulmehigh.co.uk

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Dear Candidate,

It is a great pleasure and privilege to be the Headteacher for Levenshulme High School. It is a vibrant and diverse community of learners and an exciting place to work and study.

We value our global community and focus on achieving ambitious academic goals as well as ensuring all students stay safe and develop into confident, empowered young women who can face the future with confidence. We encourage all our students to be enterprising and to take up leadership opportunities around school. There are exciting lessons and rich learning opportunities outside of lessons.

The school enjoys excellent facilities and beautiful grounds. We are forward looking and want to prepare our young women for active leadership roles in their family, their community and our wonderful city.

If you would like to come and see the school at work, please contact the school and ask for a guided tour. We would be proud to show you around. Please also visit our website for a fuller picture of the school.

Yours faithfully,



Dr. J. MacKinnon, PhD
Academy Headteacher

APPLICATION PROCESS

- 1.** Please complete the enclosed application form.
- 2.** Please return the application form on or before the closing date of **Tuesday, 26th June 2018**, by 9am. Faxed applications accepted, if necessary. Please bring a hard copy to the interview.

INTERVIEW PROCESS

- 1.** If your application is successful, you will be notified by telephone.
- 2.** You will not be informed immediately of the final choice of candidate and, therefore will be free to leave the school after the interview.
- 3.** Interviews to be held on **Monday, 2nd July 2018**

FORMAT FOR SELECTION

- 1.** Application Form
- 2.** Lesson observation
- 3.** Task
- 4.** Formal interview

DATA PROTECTION STATEMENT

Information that you provide for the purpose of your application will be used as part of the recruitment process. Any data supplied will be held securely and access restricted to those involved in dealing with your application and the recruitment and selection process.

Once this process is completed, the data relating to unsuccessful applicants will be stored for a maximum of 6 months and then destroyed. If you are the successful candidate, your application form will be retained and form the basis of your personnel record. Information provided on the Diversity Monitoring Form will be used to monitor the school's equal opportunities policy and practices.

All processing of personal data by the school is undertaken in accordance with the principles of the Data Protection Act 1998.

Part of the Education and Leadership Trust

Information about the school

Thank you for your interest in our school. Levenshulme High School is an 11-16, comprehensive school for girls. We are located in South Manchester at the heart of a vibrant, multi-cultural community, which is languages-rich and highly aspirational. There are 1000 young women here, who are committed to both their academic progress and their personal development. We have a rich and full curriculum, which meets the needs and interests of students of all abilities as well as building a strong sense of identity and personal values. Our vertical house and tutor group system underpins our strong sense of community and family, through which our Co-operative and human values weave. Student leadership is a driving force in the school, and around half of our students take on at least one leadership responsibility each year – often more. Our Ofsted inspection report in October 2016 recognised this strength in saying ‘There is exceptional opportunity for pupils to become leaders in many areas.....pupil leaders were confidently and articulately inspiring others to become the next generation of female leaders’.



As part of the Education and Leadership Trust (currently comprising three secondary schools all located in Manchester) we enjoy supportive and mutually beneficial collaborative working with colleagues from across the Trust. We are committed to professional development for all staff, including CPD opportunities that match the stage of each colleague’s career as well as those which meet whole school or team needs. Although we are all Co-operative schools, with shared values, each school has its own unique identity.

The diverse nature of our school community means that we have established very strong EAL and Inclusion support ensuring that all of our students can access the curriculum and make excellent progress. The hard work and commitment of our staff and students have brought significant success to the school – including high Progress 8 scores (+0.68 in 2017) and an Ofsted judgement of Outstanding in all areas in 2016. A key phrase from the start of the report states that ‘Leaders and staff have created a culture which brings out the best in everyone, where morale is high, no-one is afraid to learn from mistakes and where parents can be sure that their daughters are safe from harm’. I strongly recommend that you read the report in full.

We work closely with a range of external partners, in particular the Alliance Manchester Business School and the Manchester United Foundation, to ensure that we can offer the widest range possible of experiences and opportunities to our students and fulfil our commitment to community engagement. Our careers advice and guidance, and preparation for further study and employability are extremely high quality and are also a core strand of our partnership work.

I am very proud to lead this community of learners – both students and staff. We are all learning continually, and supporting and challenging each other. Manchester is also a wonderful, international city in which to work and provides rich opportunities for students to learn from and build their life experience. As the Ofsted report says ‘The girls are proud of their school and loyal to it. One pupil typified this view when she said “This school is my community. I feel an emotional attachment to it”.

Dr Johan MacKinnon, Headteacher

Dedicated to Achieving Dreams

School Vision

Working as a Co-operative academy within the Education and Leadership Trust and its vision and values we aim to:

- Establish a strong, safe, stable and sustainable community, which inspires, challenges and supports the young women in our care, instilling in each individual a sense of self-worth and the belief that they can make a difference to their own and others' lives
- Offer opportunities which broaden and enrich lives and foster individual and community aspiration
- Work closely with families for the benefit of students, families and the school
- Recognise, develop and nurture talent within both students and staff – seeking to provide opportunities for all members of our school community to share, grow, learn and develop together
- Increasingly put the school at the heart of our local community
- Have a strong sense of place and identity, firmly rooted in our city, which celebrates our local, national and international community
- Forge effective partnerships locally, regionally and nationally, both to enrich our school and to contribute to our partners
- Have and demonstrate strong moral purpose, which is clearly values-driven
- Be a student-centred place of learning, based on positive, mutually-respectful relationships at every level
- Deliver excellent outcomes – both academic and personal development
- Foster the wellbeing of students and staff



Dedicated to Achieving Dreams



Faculty Introduction

English

The English faculty comprises nine members of teaching staff, three of whom also have responsibility outside of the subject (including an Assistant Headteacher), and one English specialist Teaching Assistant. There are also three TLR posts within the faculty – Head of English, Assistant Head of English and KS3 Co-ordinator, with separate responsibilities for KS3 and KS4.

We are based in the beautiful Errwood building and have our own office, plus seven English classrooms, and work in close partnership with our school library.



Students at KS3 and KS4 have four lessons of English timetabled each week. At KS3, one lesson for targeted students is an Accelerated Reading lesson in the school library; at KS4, two lessons per week focus on English Language and two on English Literature. As well as a firm focus upon GCSE skills, which are embedded throughout KS3, our curriculum places a high value upon developing a love of reading in our pupils and a confidence in oracy. Throughout KS3 we run a compulsory competition each term called “Word Up” which develops our pupils’ speaking and listening skills as well as celebrating the power of the spoken word. We collaborate with the drama department to ensure that both areas are making the most of the opportunities to use common texts to build up the girls’ understanding of both the language and the cultural context of the piece for example through our participation in the Schools Shakespeare Festival. There is also an emphasis on extra-curricular activities, which include debating and creative writing as well as opportunity for pupils to take on leadership roles in the faculty.



The progress that students make in English from KS2 to KS4 is excellent – with our 2017 progress data putting us in the top 10% of schools nationally across all prior attainment groups.

The faculty is a supportive and cooperative team who work closely with our partner schools in the Trust, as well as with the Manchester Collaborative. We also have close links with the Manchester Literature Festival, having worked in partnership on many different projects.

EDUCATION AND LEADERSHIP TRUST PROFILE

The Education and Leadership Trust is a newly established multi-academy trust in South Manchester. There are currently 3 schools in the Trust as follows:

Whalley Range 11-18 High School is a popular high performing, multi-cultural inner city girls' comprehensive school close to the heart of the Manchester City Centre, bordering Moss Side, Hulme, Withington and Chorlton. We have created a school where girls are happy, enjoy their learning and become confident citizens. We enjoy excellent facilities for learning. The school has 1,500 students on roll with 220 students in the Sixth Form. There are currently 200 staff employed at the school, both teaching and non-teaching. We are committed to developing and sharing leadership skills and cooperative values.

Levenshulme High School is also a girls' comprehensive school in south Manchester, with a similarly diverse community. The school enjoys excellent facilities and beautiful grounds. Co-operative values underpin our work as a school and will continue to do so in the new Trust. We are forward looking and want to prepare our young women for active leadership roles in their family, their community and our wonderful city.

The school has 1,000 students on roll, and there are currently 150 staff employed at the school, both teaching and non-teaching.

The East Manchester Academy is a vibrant 11-16 secondary school serving families in the local community. We have recently joined the Education and Leadership Trust, alongside Whalley Range High School and Levenshulme High School in Manchester. As such we share a firm belief in the co-operative values co-operation, self-reliance, team work as absolute keys to success. The school has 950 students on roll, and there are currently 150 staff employed at the school, both teaching and non-teaching.

All three schools are vibrant and lively learning communities. We work hard to maintain a high quality learning environment. The multi-million pound Building Schools for the Future programme has provided us with ICT rich, state of the art facilities. The schools have well-developed VLEs to enrich and extend learning. Expectations of attainment and behaviour are high and all relationships are based on mutual respect. Innovative ideas, energetic and imaginative approaches all contribute to the high quality of education we provide.

At Whalley Range, our exam results show a rising trend and match or exceed those of girl's nationally across a wide range of subjects. Attainment has risen in every aspect of the work of the school. The ethos and atmosphere is conducive to learning. 'A' Level courses and vocational courses in the Whalley Range Sixth Form have been extended and are extremely successful

We have a system of vertical tutor groups, which are grouped into a House system. This allows us to monitor every child's achievement and progress more closely. It also promotes a sense of belonging to a smaller community within our school. Student Leadership in all aspects of our work has made a significant contribution to our improvements.

The schools place great value on the need to work together as a team. Teams of teaching and support staff are all focused on ensuring every child achieves and develops the necessary skills and attitudes they need to thrive in the world. All staff are encouraged to develop their professional skills and leadership opportunities are available to all staff.

The schools are at the forefront of innovative and challenging educational ideas and methods and are keen to continue to lead the field. The school works in partnership with businesses, sport and community organisations, local schools, colleges and universities to

provide many exciting and varied opportunities for learning and achievement. It is essential that anyone applying for a post with the Trust sees their role as more than just a job and appreciates the great privilege of providing young people with the best education possible and a positive start to their lives.

Safeguarding Children

Education and Leadership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Educational and Leadership Trust Professional Offer

The Trust takes the professional development of all staff very seriously and is committed to providing top quality support, a personalised induction programme, high quality professional training and opportunities for professional development. We encourage all staff to be proactive in taking up opportunities to lead and contribute to events and programmes. We aim to be responsive to any emergent needs and would welcome suggestions from staff about any aspects of training or professional advice which would enhance our offer for groups and individuals.

All staff will have a common induction programme to cover Child Protection and Safeguarding, data protection, e-safety, using SIMS, in-school policies.

Expectations

- All staff respect and promote the Trust's co-operative values.
- All staff respect and promote British values.
- All staff are committed to continually improving their teaching or professional skill set.
- All staff engage positively in training and support programmes.
- All staff read and follow the policies and procedures in the Staff Handbook.
- All staff recognise we work together as a team to enrich students' learning and improve outcomes.

The Trust Offer

NQTs

- A member of the Senior Leadership Team as an Induction Tutor who will be responsible for the supervision of the induction year in line with external guidelines.
- A subject mentor and a House mentor to offer direct and practical support.
- A programme of ongoing training and support throughout the year, becoming more personalised after Christmas, led by an experienced member of staff.
- Opportunities for observing more experienced colleagues as well as peer observation.
- A residential with other NQTs from within Manchester, paid for by school.
- Access to the whole school training programme and learning opportunities.

RQTs

To reflect the range of skills and experience within any cohort, bespoke RQT training may include:

- A planned programme until Easter with regular meetings led by an experienced member of staff.
- A Lesson Study project to enhance classroom skills and practice.
- Opportunities for observing more experienced colleagues and peer observation.
- A personalised plan linked to their appraisal needs.
- Access to the whole school training programme and learning opportunities.

All teaching staff

- A range of bespoke training across the Trust to meet individual need

- A personalised plan linked to their appraisal needs which may include coaching on identified areas of practice
- Opportunities for observing others
- Job shadowing to support career aspirations
- TeachMeets – the opportunity to share and learn with colleagues from across the Trust.
- Special interest working groups – the opportunity to share and develop practice in a particular strand
- Voluntary CPD sessions which occur through the year.
- Induction to new roles – a personalised induction and training plan when moving to a new role with support from a more experienced colleague.
- Using data- this may be through faculty or team meetings as well as additional opportunities for drop-in training
- Using the VLE – each faculty has a VLE Champion, who can be approached for individual advice and support in addition to opportunities for drop-in training.
- External courses – appropriate staff will be considered for external courses such as those offered by the exam boards, PIXL, the Manchester Schools Alliance or the collegiate. It will depend on their role, the school need and staffing needs.

For all staff who consistently teach Good or Outstanding lessons there are a range of leadership and management courses, both in-house and external. These may be run in one school or run with a combined group of staff from across the Trust. These currently include:

- **Aspiring to a TLR course** – covering two terms with a focused project and a report back presentation to Heads of Faculty and SLT.
- **New to TLR course** - covering two terms with a focused project and a report back presentation to Heads of Faculty and SLT.
- **Aspiring to the Senior Team** –how to prepare for Senior Leadership, expectations, developing competencies, opportunities to shadow colleagues.
- **Teaching Leaders** – this is a selective programme for staff in certain TLR posts who the school wishes to nominate. Access is not guaranteed.

Support staff

There is a wide range of support staff roles in both schools. We offer separate and joint programmes for particular groups of people, such as teaching assistants. It is important that line managers identify the training needs for their teams and deliver timely and appropriate training as it is needed. This may be in individual schools but can also be across the Trust.

An annual appraisal programme will contribute to determining needs.

CHILD PROTECTION POLICY

AIMS:

- To establish a safe environment in which children can learn and develop.
- To ensure we practice safe recruitment in checking the suitability of staff and safeguard students when deploying volunteers to work with children.
- To raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- To develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- To support students who have been abused in accordance with his/her agreed child protection plan.

WE WILL:

- Follow guidance on procedures and practice set out by the Academy and the DfES and respond to relevant legislation.
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Ensure we have a designated member of the Senior Leadership Team responsible for child protection, who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection, and are aware of the procedures to be followed.
- Ensure Child Protection procedures are included in the Survival Guide and that every member of staff, teaching and support, will be given a copy of this document.
- Undertake Child Protection training as part of the induction process for all new staff appointed to the school.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.

- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main student file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

DISCLOSURE

Post : Teaching Assistant – Level 2
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Level of Disclosure Required	Enhanced
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The post that you have applied for meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. If you are shortlisted for the post, you will be asked to reveal any convictions, cautions, final warnings and reprimands, but these will not be looked at unless you are selected for the position. All applicants who are offered employment will be subject to an enhanced DBS check, which will be made with the Disclosure & Barring Service before the appointment is confirmed.

The Trust is an equal opportunities employer and is committed to eliminating prejudice in employment and taking positive action to counter effects of disadvantage.

We recognise that people with criminal convictions face discrimination when seeking employment and so have procedures as part of the recruitment and selection process to guard against further disadvantage.

ANY INFORMATION WILL BE TREATED IN THE STRICTEST CONFIDENCE AND YOU WILL ONLY BE PREVENTED FROM OBTAINING EMPLOYMENT IF THE ACADEMY CONSIDERS YOU HAVE A CRIMINAL RECORD THAT MAKES YOU UNSUITABLE FOR THE POST IN QUESTION.

The Trust will ignore convictions which are not relevant to the post you are applying for. If a conviction may be relevant, the appointing panel will carefully consider the nature of the offence and the requirements of the post. The panel will also look at when the offence occurred and if there is a pattern of unrelated offences. Some serious offences will, however, almost certainly prevent the panel from making an appointment.

The Trust's full Policy on Employment of Ex-Offenders is available upon request from the Personnel Office. The Code of Practice issued by the Disclosure & Barring Service, which guides the Academy's use of Disclosures in Recruitment, is also available from the Personnel Office upon request.

Application for Employment

Vacancy details

Post:	Teaching Assistant – level 2; Faculty based
Closing date:	Monday 16th April 2018

Personal Details

Please ensure these are accurate as it is the only way we have to get in touch with you. It is important that you supply a National Insurance Number.

Title: Mr/Mrs/Miss/Ms:	Surname:
Forename(s):	Former Surname: (if applicable)

Present address:	
	Postcode:
Telephone No. (Home):	Telephone No. (Work):
Mobile No:	Email:
NI Number:	Preferred form of contact:

References

Please give details of two people who have agreed to act as referees; one of which should be able to comment on any employed work with children, if applicable. **One must be your current or most recent employer, and if the reference is from a school; it must be from the Headteacher.** References will not be accepted from relatives or from people writing solely in the capacity of friends. Referees of short-listed candidates will be approached prior to interview.

Name: Position: Organisation: Address: Postcode: Telephone: Email address: <i>Please tick here if you do not wish this referee to be contacted at this stage:</i> <input type="checkbox"/>	Name: Position: Organisation: Address: Postcode: Telephone: Email address: <i>Please tick here if you do not wish this referee to be contacted at this stage:</i> <input type="checkbox"/>
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Are you currently employed by Manchester City Council? Yes No

Are you a qualified teacher

Yes

No

If Yes please supply the following information:

DCFS Teacher No.

QTS Registered

Yes

No

Work experience

*Please give details of your current or previous work (if applicable), starting with the most recent. This can be paid work, voluntary work or work from home. **Please ensure that any gaps in the timeline are explained.** CVs will only be accepted with a fully completed application form.*

Current Scale:

Additional Points:

Current salary:

£

From	To	Employer's name and address	Grade/salary	Job title and main duties	Reason for leaving

Qualifications

Please give details of your qualifications relevant to the post applied for. If offered a post, you will be asked for original evidence of your qualifications on appointment, and the School reserves the right to approach any number of education providers to verify qualifications stated.

Date	Level	Qualifications	Where obtained

Please continue on a separate sheet if necessary

Training

Include any short courses that you have undertaken

Date	Level	Qualifications

Please continue on a separate sheet if necessary

Access to work

If you are a disabled applicant, you may be entitled to aids and adaptations to assist you in the working environment. Access to work is available to help overcome the problems resulting from disability. Practical advice and help is offered in a flexible way that can be tailored to suit the needs of an individual in a particular job. If you require information on this service, please contact your local Jobcentre Plus.

Are you related to any member of Manchester City Council, Governor or member of staff at Levenshulme High School? Yes No

If 'yes', please give name(s) and relationship:

NB the canvassing of any Members or Officers/Employees of the Council or school in connection with this appointment will disqualify your application for this post.

Information in support of your application

Please provide information that demonstrates you can do the job successfully.

From your submission, the recruitment panel will need to gain enough evidence about how you might meet the requirements of the person specification to be able to shortlist you.

Please continue on a separate sheet if necessary.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as spent, must be declared.

Declaration

I (print name in box):

Confirm that to the best of my knowledge the information I have provided in this application (including present address and self-declaration) is correct and true. I understand that if it is found that I have deliberately given false or misleading information I am liable to be disqualified from further consideration or, if appointed, to be dismissed without notice.

Signature:

Date:

Applicants who return the application via email or online will be asked to sign the above declaration at interview, if invited to attend.

IMPORTANT:

Please email the completed application form to recruitment@levenshulmehigh.co.uk or return by post to HR Department, Levenshulme High School, Crossley Road, Levenshulme, Manchester. M19 1FS.

EQUAL OPPORTUNITIES MONITORING FORM

The information on this form will be treated in the strictest confidence and the results will be used to produce overall statistics about recruitment and selection. This form will be detached from your application before shortlisting.

GENDER

What is your Gender?

Female Male Non Binary Prefer not to say

Does your gender identity match your sex as registered at birth?

Yes No Non Binary Prefer not to say

AGE

What is your Age?

Under 16	<input type="checkbox"/>	16 - 25 years	<input type="checkbox"/>
26 - 39 years	<input type="checkbox"/>	40 - 64 years	<input type="checkbox"/>
65- 74 years	<input type="checkbox"/>	75+ years	<input type="checkbox"/>
		Prefer not to say	<input type="checkbox"/>

SEXUAL ORIENTATION

How would you describe your sexual orientation?

Bisexual	<input type="checkbox"/>	Heterosexual/Straight	<input type="checkbox"/>
Gay	<input type="checkbox"/>	Other	<input type="checkbox"/>
Lesbian	<input type="checkbox"/>	Prefer not to say	<input type="checkbox"/>

DISABILITY

The Education and Leadership Trust adopts the Social Model of Disability. Do you consider yourself to have a disability or health condition which is covered by the Equality Act?

Yes No Prefer not to say

ETHNIC ORIGIN

How would you describe your ethnic origin?

Irish	<input type="checkbox"/>	White & Black Caribbean	<input type="checkbox"/>
White British	<input type="checkbox"/>	White & Black African	<input type="checkbox"/>
Other White, Please specify:	<input type="checkbox"/>	White & Asian	<input type="checkbox"/>
Prefer not to say:	<input type="checkbox"/>	Other mixed origin, please specify	<input type="checkbox"/>
Black British	<input type="checkbox"/>	Bangladeshi	<input type="checkbox"/>
Caribbean	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
Somali	<input type="checkbox"/>	East African Asian	<input type="checkbox"/>
Other African	<input type="checkbox"/>	Indian	<input type="checkbox"/>
Middle Eastern	<input type="checkbox"/>	Kashmiri	<input type="checkbox"/>
Other Black, please specify	<input type="checkbox"/>	Pakistani	<input type="checkbox"/>
		Vietnamese	<input type="checkbox"/>
		Other Asian, Please specify:	<input type="checkbox"/>

Print Name (Employee):

Signature:

Date:

JOB DESCRIPTION

Role: Teaching Assistant, level 2; Faculty-based

Accountable to: Head of Faculty, SLT Line Manager

Grade: 3

Key Purpose	The primary role of the teaching assistant (TA) is to work with teachers and other colleagues to raise the learning and attainment of pupils while also promoting their independence, self-esteem, wellbeing and social inclusion. This may be through a range of different strategies, including in-class support and small group sessions and can cover the full range of academic ability.
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Key Tasks	
	<ul style="list-style-type: none"> • Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities • Liaise with teacher colleagues to plan effective in-lesson or discrete group/individual support • Plan, implement and evaluate impact of specialist programmes of intervention where needed to accelerate rates of progress for individuals and/or target groups of pupils • Work flexibly within the day to enable contribution to intervention, clubs or other activities during students' break or lunch times • Use effective behaviour management strategies consistently in line with the school's policy and procedures • Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role • Communicate effectively and sensitively with pupils to adapt to their needs and support their learning • Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources • Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them • With the class teacher where appropriate, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with • Share knowledge to inform planning and decision making and support colleagues' work with particular students or groups of students • Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers

- Communicate your knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision-making can take place on intervention and provision
- Demonstrate expertise and skills in understanding the needs of all pupils, including subject-specialist expertise, and know how to contribute effectively to the adaptation and delivery of support to meet individual needs
- Demonstrate a level of subject and curriculum knowledge relevant to the role, keeping this up-to-date, and apply this effectively in supporting teachers and pupils
- Understand TA roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role
- Accompany students on school trips
- Undertake First Aid training and be part of the First Aid rota as necessary

Other Specific Duties

- To play a full part in the life of the school community, supporting and promoting the school mission, ethos and principles
- To promote actively the school's policies
- To comply with the school's Health and Safety Policy and Safeguarding/Child Protection procedures
- To continue and actively engage with personal professional development
- To undertake any other duty as specified in the TA standards document not mentioned in the above section
- To comply with any reasonable request from the Head teacher to undertake work of a similar level that is not specified in this job description
- General tasks vary from time to time to take account of the changing nature of the school and the demands placed upon it. Such changes are normal parts of the post and as such do not constitute a change to the general job description
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers
- Employees are expected to set a good example in terms of dress punctuality and attendance
- Employees must uphold the school's behaviour code and uniform regulations
- The school will endeavour to make any reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition
- This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes which are commensurate with the salary and job title

Levenshulme High School

Education and Leadership Trust

Person Specification

Teaching Assistant; Faculty-based – Level 2

For this job we are looking for:

- Experience of working with or caring for children of a relevant age
- Qualifications in the target subject to at least NQF Level 3
- Numeracy and IT literacy
- Ability to relate well to children and adults
- Ability to work as part of a team and communicate effectively with a wide range of colleagues
- Commitment to the values and ethos of the school
- An understanding of the role of the Teaching Assistant and other professionals working in the classroom
- Ability to use relevant technology to support and enhance learning
- Basic understanding of child development and learning
- Willingness to undertake first aid training

Personal Style and Behaviour

- Tact and diplomacy in all interpersonal relationships with the public, students 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 that the provision of support is equally accessible and appropriate to meet the diverse needs of students
- Personal commitment to continuous self-development
- A commitment to school improvement

Applicants are expected to be willing to consent to and apply for an enhanced Disclosure DBS (*Disclosure and Barring Service*) check

