

GRESWELL PRIMARY SCHOOL
Headteacher: Mr J Cooper
Percy Road, Denton, Manchester M34 2DH
Tel No: 0161 336 6854
Email: admin@greswell.tameside.sch.uk

Level 4 HLTA / LEARNING MENTOR

Grade F, Spinal Column Points 17 to 22, £31,022 to 33,699 (pay award pending), pro-rata (one fixed-term post until 31/08/27 working 30 hours per week and one permanent post leading with attendance responsibility working 32.5 hours per week, term-time only).

To start on Tuesday 1st September 2026.

The Governors wish to appoint two outstanding people to these posts. The successful candidates will be able to demonstrate experience and outstanding skills with regard to;

- Providing support and guidance to children
- Removing barriers to learning to promoting effective participation
- Enhancing individual learning
- Raising aspirations

We are looking for an enthusiastic and caring person, who will be welcomed into a supportive and well-motivated school team with a strong common focus of helping every pupil to reach their potential using effective strategies and relational inclusion guiding principles. Those appointed will carry a case load and offer timetabled support to individual pupils or groups of pupils throughout the school.

Closing Date for the post: Monday 8th June 2026. Completed application forms are to be returned to the school via admin@greswell.tameside.sch.uk please.

Visits to the school are both welcomed and encouraged. If you wish to visit on Tuesday 19th May 2026, at either 9.30am or 4.00pm, please contact the school office to book an appointment via 0161 336 6854 or the above e-mail address.

Interviews will take place week beginning 15th June.

PLEASE NOTE THAT APPOINTMENT TO THIS POST WILL BE SUBJECT TO, SATISFACTORY ENHANCED ONLINE DBS DISCLOSURE, A SATISFACTORY SELF-DECLARATION AND DISCLOSURE FORM, SATISFACTORY REFERENCES, VERIFICATION OF PROFESSIONAL QUALIFICATIONS, AND VERIFICATION OF RIGHT TO WORK IN THE UK.

JOB DESCRIPTION

SCHOOL: GRESWELL PRIMARY SCHOOL

JOB DESIGNATION: TEACHING ASSISTANT LEVEL 4
WORKING WITH THE PASTORAL TEAM AND IN CLASSROOMS

GRADE APT&C POINTS 17 – 22

PURPOSE OF POST: To provide support and guidance to children, young people and those engaged with them, by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve their potential. TA4s carry a case load and offer timetabled support to individual pupils or groups of pupils throughout the school.

PRINCIPAL RESPONSIBILITIES:

- To develop and maintain effective and supportive mentoring relationships with children, young people and those engaged with them
- To provide a complementary service throughout the school that enhances existing provision in order to support learning, participation and encourage social inclusion
- Work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to children and young people
- **To promote attendance by monitoring attendance/lateness and actively working to address issues with pupils, families and other agencies involved.**

MAIN DUTIES AND RESPONSIBILITIES

SUPPORT FOR PUPILS <ul style="list-style-type: none">• Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning• Establish productive working relationships with pupils, acting as a role model and setting high expectations• Develop and implement IEPs• Promote the inclusion and acceptance of all pupils within the classroom• Support pupils consistently whilst recognising and responding to their individual needs• Encourage pupils to interact and work co-operatively with others and engage all pupils in activities• Promote independence and employ strategies to recognise and reward achievement of self-reliance• Provide feedback to pupils in relation to progress and achievement• This role will work closely with the pastoral team
SUPPORT FOR TEACHERS <ul style="list-style-type: none">• Organise and manage appropriate learning environment and resources• 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 discipline 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.

SUPPORT FOR THE CURRICULUM

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and 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, reporting concerns to an appropriate person
- 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 and collaborative relationships and communicate with parents/carers and other agencies/professionals (e.g. police, Social Services, Housing, Health and any other statutory and voluntary organisations), 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
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class, within guidelines established by the school.
- Contribute to raising achievement by improving school attendance and punctuality.
- Assist the school in meeting its obligations and targets in relation to school attendance, especially persistent absence and improving punctuality.
- Promote positive attitudes by pupils and families towards education and to ensure that parents are made fully aware of their statutory responsibilities.
- Make unsupervised contact with families in their own homes and elsewhere to assess the reasons impacting on the attendance of individual students, facilitating their return or access to regular full time education provision.
- Develop, monitor and implement school policies, systems and strategies on attendance
- Implement whole school reward systems to promote and reward good attendance
- Follow LA procedures in removing non-attending students from the school roll
- Ensure designated areas of the website are regularly reviewed and updated as required
- Meet with key stake holders, students and parents/carers to identify individual problems and find possible solutions
- Initiate appropriate legal action with Education Welfare Service (EWS) to ensure the school is carrying out its statutory responsibility in respect of students.
- Keep clear and concise records of all consultations using the school's systems (currently CPOMS)
- Provide emotional and practical support, guidance and problem-solving to address issues related to absence for pupils, families and/or groups.
- Work collaboratively with and hold parental meetings with Education Welfare as the school representative and plan and monitor supportive strategies for families to encourage positive attendance and punctuality.
- Devise, plan and deliver 1:1 and group pastoral interventions for specified groups of learners to remove barriers to learning.
- Contribute to the evaluation of action plans to meet the pastoral attendance and punctuality needs of the school
- Respond appropriately to disclosures or concerns which relate to the well-being of a child.
- Inform parents/carers of appropriate welfare provisions, e.g. free school meals, clothing grants etc., to assist them where necessary in completing requests for such provisions and to carry out certain checks in relation to these provisions.
- Identify those who need extra help to overcome barriers to learning.

LINE MANAGEMENT RESPONSIBILITIES WHERE APPROPRIATE
<ul style="list-style-type: none"> * Support other teaching assistants * Liaise between managers/teaching staff and teaching assistants * Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants
Develop Supportive Mentoring Relationships
<ul style="list-style-type: none"> ▪ To assist staff in identifying pupils showing early signs of disengagement and those who would benefit from mentoring help to overcome barriers to learning. ▪ To assess underlying reasons for disengagement and compile a comprehensive profile that takes into account social, emotional and educational needs • To contribute to the comprehensive assessment of children and young people entering or returning to school and the review of their progress and achievements ▪ To support learning and personal development through one to one mentoring and other supportive relationships ▪ To plan individual and group mentoring programmes which provide a range of strategies that will motivate, challenge and empower further learning and will help children and young people to make positive changes ▪ To develop, agree and implement a time bound action plan with groups and individual pupils and those involved with them based on a comprehensive assessment strengths and needs and to maintain accurate records of work for each identified pupil ▪ Support children and young people to manage transitions in their lives
Supporting learning, participation and social inclusion
<ul style="list-style-type: none"> ▪ Promote inclusion, equality, participation and the rights of children and young people and participate in decisions that affect their lives. ▪ To support children and young people's successful transfer between educational establishments and at key stages in their learning. Ensure good liaison with relevant schools. Support new and midterm entrants. ▪ To develop additional and alternative interventions and activities that support ECM outcomes, builds self-esteem and encourages learning and social participation ▪ Contribute to processes and procedures for improving attendance ▪ Be a link between teachers and lunchtime support staff during the lunch break
Working in Partnerships
<ul style="list-style-type: none"> ▪ Ensure your role is clearly understood by staff, parents and relevant agencies and produce materials to support their understanding ▪ To liaise closely with the staff in school to ensure they understand and support the strategies being used to develop pupils' skills for engaging in learning and positive behaviours. ▪ To develop and maintain appropriate contact with the families and carers of children and young people who have identified needs and to keep them informed about the pupil's needs and progress, and to secure positive family support for the pupil. • To have knowledge of available resources and to signpost parents/carers to relevant services ▪ Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children ▪ To contribute to the safeguarding and protection of children and young people from abuse ▪ Liaise with the established systems within the school in order to facilitate access to specialist support services for pupils' with barriers to learning ▪ To negotiate, establish and maintain effective working partnerships with other agencies and individuals in order to address needs and help remove barriers to learning for children and young people. ▪ Act as point of contact for accessing a range of community based programmes and specialist support.

- Provide regular feed back to relevant staff, professionals and parents. As directed, provide clear evidence and reports to inform common assessment framework and child protection cases.
- To attend and lead CAF meetings, Child in Need Meetings, LAC meetings etc
- To maintain written records of meetings
- To ensure confidentiality is maintained
- To maintain records as appropriate, and informing relevant personal.

Maintaining Professional Competencies

- To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.
- Ensure own professional competence remains sufficient to provide effective support by seeking support for your practice and development. Keep informed of relevant legislation
- To attend training and professional development sessions as appropriate.
- Contribute to the identification and sharing of good practice between individuals
- To meet regularly with the Headteacher to discuss case load of identified pupils, make use of advice and supervision to develop competencies.

Supporting the School

- Maintain confidentiality of information in line with the policies and procedures of your organisation
- Support school evaluation by providing evidence demonstrating how the provision support and its impact on pupil progress
- Complete the administrative duties relevant to the role, including planning, record keeping, data base and reports
- To undertake other duties, appropriate to the post, as may be required from time to time
- To work within and encourage the school's Equal Opportunity Policy and contribute to diversity policies and programmes in relation to discriminatory behaviour
- Comply with School's Health and Safety Policy Maintain personal security and safety, and be alert to the security of others

PERSON SPECIFICATION

Teaching Assistant Level 4

A. EXPERIENCE

	Essential or Desirable	Source
Experience and a proven track record in working with primary school children and the ability to see the full range of a pupil's needs	E	A,I,R
Experience of working as a Teaching Assistant in a school to support children with social and behavioural needs	D	A,I,R
Experience of leading family meetings	D	A,I,R
Experience of work with social care	D	A,I,R
Experience of supporting children with high needs	D	A,I,R

B. TRAINING AND QUALIFICATIONS

	Essential or Desirable	Source
NVQ level 4 or equivalent in child care/child development	E	A,I
5 x GSCE or equivalent at grade C or above, English and Maths	E	A
Current First Aid Work certificate	D	A

C. KNOWLEDGE AND UNDERSTANDING

	Essential or Desirable	Source
Knowledge of relevant policies/codes of practice in behaviour management	E	A,I
Knowledge of relevant legislation	E	A,I
Knowledge of a range of behaviour management strategies and techniques	E	A,I
Knowledge of, and ability to work effectively and network with, a wide range of supporting services from LA and community	D	A,I
Knowledge of how to use a range of computer programs	D	A,I
Up to date understanding of the role of learning mentors in school	D	A,I,R

D. PERSONAL SKILLS, ABILITIES AND COMPETENCIES

	Essential or Desirable	Source
Ability to implement and monitor systems to evaluate and improve the activities of pastoral care	E	A,I
Demonstrate a commitment to promoting and achieving equal opportunities for all children	E	A,I
High level of communication skills to deal with both children and adults	E	A,I
Ability to engage and influence others	E	A,I
Ability to use initiative to respond to and resolve problems	E	A,I

Willingness to work outside of normal school hours when required	E	A,I
Good literacy and numeracy skills	E	A
Ability to keep neat and accurate records	E	A,I,R
Ability to engage constructively with , and relate to, a wide range of people/external agencies and families/carers with different social backgrounds	E	A,I
Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers	E	A,I

E. PERSONAL QUALITIES

	Essential or Desirable	Source
Caring, approachable, firm, understanding, consistent, assertive and calm	E	I
Understanding of children's needs	E	A,I
Understanding and respecting the need for absolute confidentiality	E	I
Adaptability and flexibility to assist in other aspects of school life	E	I
Willingness to continue to learn, develop and train	E	A,I

Category (E) – ESSENTIAL - without which the candidate would be unable to carry out the duties of the post

Category (D) – DESIRABLE FEATURES which would normally enable the successful candidate to perform the duties and tasks better and more efficiently than one who did not have the qualifications, training, experience etc.

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