

**GRESWELL PRIMARY SCHOOL**  
Headteacher: Mr J Cooper  
Percy Road, Denton, Manchester M34 2DH  
Tel No: 0161 336 6854  
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**LEVEL 3 TEACHING ASSISTANT (3 posts)**

**Grade E, Spinal Column Points 11 to 16, £28,142 - £30,518 (pay award pending), pro-rata (32.5 hours per week, term-time only).**

**There is one vacancy in Reception, one vacancy in Key Stage 1 and one position in Key Stage 2.**

**To start on Tuesday 1<sup>st</sup> September 2026. Permanent positions.**

The Governors wish to appoint three outstanding people to these posts.

The successful candidates will be able to demonstrate good working knowledge of the curriculum and have excellent classroom management skills. We are looking for an enthusiastic and caring person, who will be welcomed into a supportive and well-motivated school team.

**Closing Date for the post: Monday 8<sup>th</sup> June 2026. Completed application forms are to be returned to the school via [admin@greswell.tameside.sch.uk](mailto:admin@greswell.tameside.sch.uk) please.**

**Visits to the school are both welcomed and encouraged. If you wish to visit on Tuesday 19<sup>th</sup> 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 15<sup>th</sup> 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 3

**GRADE:** APT&C POINTS 11 - 16

### **POST OBJECTIVE/S:**

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom.

To supervise, within a school cover supervision policy, to maintain good order and to keep pupils on task.

### **MAIN DUTIES AND RESPONSIBILITIES**

<b>SUPPORT FOR PUPILS</b>
<ul style="list-style-type: none"><li>• Use specialist (curricular/learning) skills/training/experience to support pupils</li><li>• Assist with the development and implementation of IEPs</li><li>• Establish productive working relationships with pupils, acting as a role model and setting high expectations</li><li>• Promote the inclusion and acceptance of all pupils within the classroom</li><li>• Support pupils consistently whilst recognising and responding to their individual needs</li><li>• Encourage pupils to interact and work co-operatively with others and engage all pupils in activities</li><li>• Promote independence and employ strategies to recognise and reward achievement of self-reliance</li><li>• Provide feedback to pupils in relation to progress and achievement</li></ul>
<b>SUPPORT FOR TEACHERS</b>
<ul style="list-style-type: none"><li>• Create and maintain a purposeful, orderly, and supportive environment, in accordance with lesson plans and assist with the display of pupils' work</li><li>• Use strategies, in liaison with the teacher, to support pupils to achieve learning goals</li><li>• Assist with the planning of learning activities</li><li>• Monitor pupils' responses to learning activities and accurately record achievement/progress as directed</li><li>• Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.</li><li>• Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour</li><li>• Establish constructive relationships with parents/carers</li><li>• Administer routine tests and invigilate exams and undertake routine marking of pupils' work</li><li>• Provide clerical/admin. support e.g. photocopying, typing, filing, administer coursework etc.</li></ul>

#### SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, early years recording achievement 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

#### SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all 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
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- 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 the teacher

## PERSON SPECIFICATION

### TEACHING ASSISTANT LEVEL 3

#### Personal requirements of a successful postholder

##### **Education/Qualifications/Membership of Professional Institutions (indicate grade)**

Good numeracy/literacy skills	E
Completion of DfES Teacher Assistant Induction Programme	D
Willingness to undertake DfES TA induction programme	E
Working towards or willing to work towards an NVQ Level 3, BTEC Level 3 <b>or equivalent</b> in Teaching Assistant or Supporting Teaching and Learning in Schools for Teaching Assistants or equivalent qualifications or experience	E

##### **Specialised Training**

Training in the relevant learning strategies e.g. literacy	E
Manual Handling Training	D
Training in Read, Write Inc.	E

##### **Experience**

Working with or caring for children of relevant age	E
Experience of supporting children with SEN	D

##### **Key Skills**

Effective use of ICT to support learning	E
Effective use of ICT and other appropriate equipment	E
Use of other equipment technology – video, photocopier	
Ability to self-evaluate learning needs and actively seek learning opportunities	E
Ability to relate well to children and adults	E
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	E

##### **Key Knowledge**

Understanding of relevant policies/codes of practice and awareness of relevant legislation	E
General understanding of national/foundation stage curriculum and other basic learning programmes/strategies	E
Basic understanding of child development and learning	E

#### **For information**

**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.