

Our ref: POR/lf

March 2026

Dear Applicant,

Thank you for your interest in our school. Falinge Park High School is a school with a heart and soul where all members of our school belong to our 'Falinge Family'.

Our core purpose is to secure the best academic and personal outcomes for all pupils and instil a life-long love of learning. This will ensure that all learners believe in themselves and their future, have choices and the power to make them and are able to contribute positively to society.

Empowering all to: ASPIRE, THRIVE, AND ACHIEVE

Falinge Park is a multi-cultural, diverse, and inclusive school where all feel a strong sense of belonging to our 'Falinge Family'. Everyone who visits comments on the calm environment, the positive relationships, and the keen sense of inclusivity that permeates everything that we do.

The school is oversubscribed and everything that we do is relational and connected.

As part of the Watergrove Trust we are committed to 'Provide More' for all. We are a community school which serves the community and are proud to create a positive environment for our pupils and the future of Rochdale.

Inclusivity, equality of opportunity and creativity permeates throughout our school in an open, honest and transparent culture. A psychologically informed institution. It is an exciting place, whether you are at the start of your career or an experienced teacher and, if you join us, I hope you recognise that you will be able to develop your practice in a safe, supportive and caring environment.

Yours faithfully



Mrs Paula O'Reilly
Headteacher

Why work for us?

- At Falinge Park High School, we are more than just a school – we are a ‘Falinge Family’.
- We pride ourselves on our inclusive ethos, calm and purposeful learning environment, and a shared belief in the potential of every pupil.
- We are a psychologically informed school, where wellbeing for staff and pupils is at the heart of what we do.
- Whether you are at the start of your career or looking for a new challenge, you’ll find a supportive, caring and ambitious environment where you can thrive.
- You’ll be joining a team where relationships matter, where your contributions are valued, and you will be empowered to develop your practice with confidence and autonomy.

What are we looking for?

We are looking for an enthusiastic and committed TA3 in EAL who:

- Will be joining a team dedicated to pupils with English as an Additional Language
- This includes senior leaders, teachers, TA3 and TA4 colleagues.
- Believes that the role of a TA is vital in ensuring quality education for all.

What can we offer you?

At Falinge Park High School, you will benefit from:

- A strong and supportive EAL team
- A commitment to ongoing professional development within the school and across the Watergrove Trust.
- Access to a supportive ECT programme (if applicable) and a comprehensive professional learning programme.
- Opportunities to take part in enrichment activities
- A positive working environment, where wellbeing is prioritised and staff are valued.
- A vibrant and inclusive school community where you can make a real difference.



JOB DESCRIPTION

Academy:	Falinge Park High School
Section:	EAL
Location:	Falinge Road, Rochdale. OI12 9DY
Job Title:	Teaching Assistant Level 3
Grade/Range/Salary:	Grade 5 pts 12-17 Actual Salary £20,330 - £22,054 per annum
Accountable to:	Headteacher / EAL Subject Lead
Accountable for:	As directed by the Head of School / EAL Subject Lead
Hours of Duty:	30 hours per week Term Time Only (195 days)
Special Conditions of Service:	<ul style="list-style-type: none"> All posts require enhanced DBS clearance prior to appointment. Ability to attend occasional meetings out of school hours when required. Lifting and carrying as required.

Watergrove Trust 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

We have an exciting opportunity for a Teaching Assistant Level 3 to play a key role in supporting pupils who require help with English language acquisition and engagement in learning. The successful candidate will complement the work of the EAL department by planning, preparing and delivering targeted support activities for individual and small groups of pupils. This will include working with teachers to support learning in lessons, as well as leading learning or intervention activities to help students have a readiness for learning. A commitment to safeguarding and promoting the welfare of children and young people is essential.

CONTROL OF RESOURCES

Personnel

To be responsible for the direction, support and motivation of self and or learner 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.

Equality

To work in accordance with Watergrove Trust's Policy relating to the promotion of Equality and Diversity.

Training and Development

The post holder will have a commitment in identifying and undertaking their own professional and personal development in accordance with Schools performance management framework.

Relationships (Internal and External)

- Internal:
1. School staff
 2. Users of the before and after school provision
 3. Volunteers
 4. Pupils
 5. Governors

- External:
1. Parents/Carers
 2. Staff in other schools and within the Watergrove Trust & LA
 3. Suppliers of equipment and services
 4. External Agencies

Organisational Chart:

Headteacher
Deputy Headteacher
Subject Lead for EAL
Teaching Assistant



Values and Behaviours

Watergrove Trust's Mission is to be ever **"Providing more"** to the communities we serve, to enable life in all its fullness.

Our Trust is enabled by a mutual interdependency within which we will always:

- Coach
- Challenge
- Innovate

Watergrove Trust has high expectations of its pupils and staff and we expect our employees to be aware of, and apply these values and behaviours at all times.

School's mission is to empower all to aspire, thrive and achieve.

Aspire to want something very much, hope to achieve an aim

Thrive to grow, develop, flourish and be your best self

Achieve to success in finishing something or reaching an aim, especially after a lot of work or effort.

RESPONSIBILITIES:

The postholder must:

1. Perform his/her duties in accordance with the Trust's Equality and Diversity Policy.
2. Ensure that the Trust's commitment to public service orientation and care of our customers is provided.
3. Be able to render regular and efficient service to undertake the duties of this post.

PRINCIPAL DUTIES

It is expected at Level 3 that the postholder will work with guidance to organise and support teaching and learning activities, working with individuals, groups and whole classes under the direction of a class teacher, which will be in addition to undertaking the core duties outlined in the Level 1, Level 2 and Level 3 job descriptions.

1. 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
- supervising pupils during the school day, for example playground and lunchtime duties

2. Plan, deliver and evaluate teaching and learning activities by:

- planning teaching and learning activities under the direction of a teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils



- delivering teaching and learning activities to achieve learning goals, which will include support for pupils where English is not their first language and may include specialist support for pupils with learning, behavioural or communication difficulties and/or support within a particular curriculum area
 - assisting with the setting up and ongoing delivery of local and national learning strategies
 - being responsible for groups of pupils, delivering teaching and learning activities in the absence of the teacher
 - evaluating teaching and learning activities and outcomes, feeding back to the teaching team and using evaluation to inform future planning
3. **Provide support for learning activities by:**
- assessing, supervising and supporting pupils using in-depth knowledge of the curriculum and learning needs
 - engaging pupils with activities, promoting independent learning and utilising strategies to recognise and reward achievement
 - encouraging cooperation and interaction between pupils
 - providing feedback to pupils and the parents/cares about their progress and achievements in line with expectations
 - organising and maintaining an effective learning environment and resources
4. **Promote positive behaviour by:**
- implementing agreed behaviour management strategies
 - supporting students in taking responsibility for their learning and behaviour
 - establishing rapport and respect with pupils, acting as a role model and setting high expectations
 - promptly addressing any incidents, in line with school policies
5. **Develop and promote positive relationships by:**
- establishing and developing positive relationships with children and adults including parents, carers and other professionals
 - supporting children in developing positive relationships
 - promoting inclusion and acceptance of all pupils within the classroom
 - maintaining working relationships with other practitioners
6. **Support the development and effectiveness of work teams by:**
- contributing to effective team practice
 - contributing to the development of the school team
 - supervising the work of other support staff and trainees
 - providing administrative support to the teacher/department
 - allocating and checking work within your team
 - leading or motivating volunteers
7. **Reflect on and develop practice by:**
- reflecting on own professional practice, seeking feedback and learning from others
 - enthusiastically seeking opportunities for continuing professional development



8. **Use information and communication technology to support pupils' learning by:**
 - undertaking the preparation of ICT to support pupils' learning
 - supporting pupils' learning and confidence using ICT
9. **Organise and supervise travel by:**
 - making travel arrangements for pupils and colleagues
 - supervising travel
10. **Provide information to aid policy formation and the improvement of practices and provision by:**
 - providing information and advice to aid development of strategies, policies, practice and provision
 - collecting and present information to aid monitoring, review and improvement of performance
11. **Support learners by mentoring in the workplace by:**
 - planning the mentoring process
 - setting up and maintain the mentoring process
 - giving mentoring support
12. **Support competence achieved in the workplace by:**
 - assessing performance in the workplace against agreed standards
 - giving staff members support in the workplace and feedback on their performance
 - providing learning opportunities for colleagues
13. **Provide leadership in your area of responsibility**
14. **Contribute to maintaining pupil records by:**
 - collecting and inputting pupil data
 - contributing to maintaining the record-keeping system
15. **Escort and supervise pupils on educational visits and out-of-school activities by:**
 - escorting pupils on visits and out-of-school activities
 - supervising pupils on visits and out-of-school activities
16. **Observe and report on pupil performance and development**
 - assessing, recording and reporting on pupil progress and attainment
 - undertaking marking of pupils work and invigilating tests / exams when required
 - monitoring pupil achievements, addressing problem areas wherever possible or referring to the teacher so that relevant interventions can be put in place.
17. **Contribute to assessment for learning by:**
 - using assessment strategies to improve learning
 - supporting pupils in reviewing their own learning



18. Support pupils' learning activities by:

- recognising and responding to individual needs
- engaging pupils with activities, promoting independent learning and utilising strategies to recognise and reward achievement
- encouraging cooperation and interaction between pupils

19. Contribute to improving attendance by:

- contributing to monitoring attendance
- contributing to processes and procedures for improving attendance

20. Support children and families through home visiting by:

- establishing, developing and maintaining relationships with families
- providing support for families
- liaising with colleagues, professionals and agencies to support families

21. Lead an extra-curricular activity by:

- preparing children and young people for the activity
- introducing children and young people to the activity
- leading the activity
- maintaining and encouraging effective working relationships during the activity

SECONDARY DUTIES

1. Uphold the professional standards expected by every member of Trust staff in all dealings with colleagues, students, parents/carers and the wider community and adhere to the principles expressed in the aims of the Trust.
2. Work collaboratively across departments with colleagues and students to ensure the Academy and Trust operates as effectively as possible to achieve its aims. Develop collaborative working relationships with other managers and colleagues in the Trust.
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 Trust 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 Trust policies for data governance, as appropriate for the role.



6. To support and participate in team working across the Trust, including working within other areas/schools as required in the light of operational needs of the Trust and to facilitate the career development of the post holder. Prepare and contribute to Trust wide development by sharing best practice and professional feedback.
7. To undertake duties as part of the team rota - To act as a team member and undertake general office duties as and when required to support the overall service delivery to the academies, students and families. Be a positive, collaborative team member.
8. 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).
9. The postholder's duties must at all times be carried out in compliance with the Trust'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 trust as far as is necessary to enable the responsibilities placed upon the trust 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 Academy community, supporting our ethos and values encouraging staff and students to follow this example.
12. Support the Academy and the Trust in meeting our legal requirements for worship.
13. Actively promote the Academy and Watergrove Trust corporate 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, particularly in response to the changing role of the Trust, as may be determined by the Watergrove Trust from time to time in consultation with the postholder and, if he/she so wishes, with his/her trade union representative.

Job Description prepared by: _____ Date: _____



PERSON SPECIFICATION

Watergrove Trust Person Specification

Academy:	Falinge Park High School	Post:	Teaching Assistant Level 3
Section:	Associate Staff	Scale:	Grade 5

Note to Applicants:

Essential Criteria (E) are the qualifications, experience, skills or knowledge that you **MUST SHOW YOU HAVE** to be considered for the job.

There are a range of methods by which this information can be obtained. The ‘*How Identified*’ column illustrates how the Trust will obtain the necessary information about you.

For example: Where **(AF)** is indicated next to an *Essential Criteria* you **MUST** include details relating to this aspect in your **Application Form**. You must include examples from either paid, or voluntary work. Do not leave gaps in employment.

Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff to share this commitment.

Criteria	Essential (E) or Desirable (D)	How Identified: AF Application Form I Interview C Check certificates A Assessment
Qualifications		
To possess minimum GCSE English and Mathematics at Grade 9-4, or a Level 2 qualification in Literacy and Numeracy or GCSE Grade 1 in English and Mathematics, or equivalent	E	AF/C
To possess a relevant NVQ Level 3 for Teaching Assistants, or have an equivalent qualification or experience	D	AF,/C
Trained in relevant learning strategies and/or a particular learning or curriculum area	E	AF,/C
Skills, Experience & Ability		
Experience of working with children at a relevant age and/or learning need within an education setting	E	AF, I



Experience of planning, delivering and evaluating teaching and learning activities effectively	E	AF, I
Experience of scaffolding activities and selecting and developing resources to meet individual's learning needs or group learning programmes	E	AF, I
Experience of working effectively within a team environment and building effective working relationships with pupils and colleagues	E	AF, I
Experience of working within a school's ethos and supporting the aims of the school	E	AF, I
Experience of providing clerical/administrative support	E	AF, I
Experience of effectively using ICT technology to advance learning, e.g.: computer, photocopier, interactive whiteboard	E	AF, I
Understanding and working knowledge of principles of language acquisition, child development learning styles and independent learning	E	AF, I
Understanding and working knowledge of national curriculum and other learning programmes (within specified age range/subject area) e.g.: knowledge of core subject areas etc	E	AF, I
Full working knowledge of relevant policies/codes of practice/legislation	E	AF, I
Working knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support	E	AF, I
Knowledge of the school and its setting/community	E	AF, I
Importance of safeguarding/child protection when working in an academy setting	E	AF/I
Build effective working relationships with all students and colleagues	E	AF/I
Interpersonal skills and the ability to communicate effectively and sensitively with children, young people and colleagues	E	AF, I
Ability and commitment to work collaboratively and cooperatively with colleagues	E	AF, I
The ability to organise and manage learning activities in ways which keep children safe	E	AF, I
The ability to promote a positive ethos, actively encourage and motivate children to advance their learning	E	AF, I



Creative skills and resourcefulness to develop and adapt learning activities to meet different objectives	E	AF, I
Able to demonstrate a commitment to improving own knowledge and practice	E	AF, I
Ability to work effectively and calmly under pressure to conflicting deadlines	E	AF, I
Able to maintain a safe, clean, orderly and productive working environment	E	AF, I
Research, plan and implement project work according to specified timescales	E	AF, I
High level of understanding of ICT systems and able to use competently	E	AF, I
Knowledge of Google systems	D	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 Academy's ethos and role model positive attributes	E	AF/I
Working with and/or caring for young people	E	AF/I
How ICT can support learning	E	AF/I
Understanding of secondary school curriculum	E	AF/I
Commitment to inclusion in an academy 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	E	AF/I
Importance of safeguarding/child protection when working in an academy setting	E	AF/I
Personal Skills & Attitudes		
Motivated and keen to develop own knowledge and practice by participating in professional reviews and continuing personal development activities	E	AF, I
Committed to working within the school's policies and procedures and adhering to safe working practices	E	AF, I
Flexible in approach and able to meet the changing demands of the role	E	AF, I
Ability to attend meetings out of school hours	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
Values and Behaviours		
<p>Be committed to the school’s core purpose of empowering all the aspire, thrive and achieve.</p> <p>Our Trust is enabled by a mutual interdependence within which we will always:</p> <ul style="list-style-type: none"> • Coach • Challenge • Innovate 	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 Academy’s policies and procedures and adhering to safe working practices	E	AF/I
Ability to attend meetings out of the Academy’s hours.	E	AF/I
Lifting and carrying equipment as required	E	AF/I

