



Rise up,  
take courage,  
and do it.



# TEACHING ASSISTANT LEVEL 2

Are you a determined, committed, and capable individual?

Do you have the skills and enthusiasm to ignite a passion for learning in our students and encourage them to reach their full potential?

Would you love to support our vulnerable students in making academic, social, and emotional progress?

We are looking for motivated and enthusiastic individuals who would love to be part of our journey at The Barlow and play a key role in making a difference to our students' education.

**We are seeking 4 permanent Teaching Assistants.**

The Barlow has an excellent reputation as an employer, offering continuous professional development and job stability.

## You will benefit from:

- Working with children.
- Job stability.
- Local government pension scheme.
- Access to varied training programmes and online training.
- Employee Assistance Programme.
- Cycle to work scheme.
- A supportive team and working environment.
- An interesting and varied role.
- Opportunities to further your professional development.

## Important Details:

- **Contract:** Permanent, term time plus 1 week
- **Salary:** Grade 3, Points 5-6, £25,583 - £25,989 pro-rata (£22,021.35 - £22,335.30)
- **Working Pattern:** Monday – Friday
- **Working Hours:** 8:00am – 3:30pm
- **Start Date:** 1<sup>st</sup> September 2026
- **Pension:** Greater Manchester Pension Fund with employer contributions of 15.3%
- **Location:** Parrs Wood Road, Didsbury, M20 6BX

## Duties of the Teaching Assistant:

In this role you will:

- Work with pupils, most of whom have Statements of Special Educational Need or Education, Health and Care Plans, or who may be at the higher end of the SEND Support category, across all subject areas and Key Stages.
- Primarily provide in-class support to students, helping them access the curriculum effectively.
- May also be asked to work with students outside of lessons, either in small groups or on a one-to-one basis.
- Responsible for completing individual student action plans and profiles, in liaison with class teachers.

## The Teaching Assistant should:

- Have experience of working with children with Special Educational Needs.
- Have good literacy and numeracy skills.
- Be aware of current national educational policy.
- Have an awareness of the Special Educational Needs Code of Practice.
- Have an understanding of the importance of safeguarding children.
- Be willing to undertake emergency first aid training.

## Advantages:

- Previous experience in other relevant roles.

## Are you the Teaching Assistant we have been searching for?

If so, please get in touch - call the HR team 0161 438 2108, send over your CV, or complete and return an application form [hr@thebarlowrchigh.co.uk](mailto:hr@thebarlowrchigh.co.uk)

**Closing date: Friday 19<sup>th</sup> June 2026, 8.00am**

**Interview: Week Beginning 22<sup>nd</sup> June 2026**

## About our School



The Barlow is a highly successful, mixed, 11-16 Catholic comprehensive. **In July 2024, Ofsted judged our school to be 'Good' in all categories.** Public examination results are strong; above national average in most subject areas. We are a diverse and inclusive community, with high standards of pupil behaviour and a calm and purposeful learning environment. The school is located in Didsbury, a popular area of south Manchester, with excellent transport links.

*Our school is committed to safeguarding and protecting the wellbeing of children and young people, and expects all staff to share their commitment. An enhanced DBS and social media screening are required for all successful applicants.*

*Our school is passionate about diversity and treat everyone equally, without compromise. We are committed to providing equality and fairness throughout our recruitment and employment practices and not discriminating on any grounds.*



**The Barlow RC High School**  
Parrs Wood Road, Didsbury  
Manchester, M20 6BX  
[www.thebarlowrchigh.co.uk](http://www.thebarlowrchigh.co.uk)  
☎ 0161 445 8053



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TheBarlowRC



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# TEACHING ASSISTANT LEVEL 2



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## JOB DESCRIPTION

<b>Department</b>	Support Staff
<b>Directly Reporting to</b>	Lead TA/SENDSCO
<b>Responsible to (if applicable)</b>	Classroom Teacher
<b>Purpose of Job/Role</b>	
<ul style="list-style-type: none"> <li>Under the guidance of teaching/senior support staff, provide support for pupils who require help to enable access to learning and to assist in the management of pupils.</li> <li>Provide specialist support in a specific area of curriculum and to supervise groups and occasionally whole classes for a session/lesson in the classroom or outside the main teaching area as required.</li> </ul>	
<b>Main Responsibilities</b>	
<b>Support for pupils</b>	
1	To work with groups of children under the supervision of the teacher including the delivery of programmes of work and implementation of IEPs/Provision Maps.
2	Supervise and provide particular support for pupils, including those with special needs ensuring their safety and access to learning activities.
3	Give regular feedback on children's progress to the relevant stake holders.
4	Attend to children's personal needs, including pastoral, social, health, physical hygiene and care, minor first aid and practical support.
5	Establish good relationships with pupils, being a role model by presenting a positive personal image and responding appropriately to individual needs.
6	Promote the inclusion and acceptance of all pupils.
7	Encourage pupils to act independently as appropriate.
<b>Support for teachers</b>	
1	Provide curricular clerical/admin support, e.g., photocopying, making lists, collection of monies.
2	Under the direction of the teacher/senior support staff prepare the learning areas for lessons and clear afterwards, as appropriate.
3	Undertake pupil record keeping and updating records, information and data, producing reports as required.
4	Assist in the development and implementation of behaviour management strategies.
5	Establish constructive relationships with parents/carers and report on information from parents/carers to the teacher.
6	Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
7	Administer and assess routine tests, and undertake routine marking of pupil's work.

<b>8</b>	Undertake examination access arrangements and invigilate examinations as required.
<b>Support for the Curriculum</b>	
<b>1</b>	Undertake structured and agreed learning activities/programs, including those linked to local and national learning strategies. Adjusting activities according to pupil responses and recording progress and providing feedback to the teacher and relevant stakeholders.
<b>2</b>	Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
<b>3</b>	Assist in the whole planning cycle, including the contribution to the development of lesson/work plans and managing and preparing resources.
<b>4</b>	Determine the need for, prepare and maintain general and specialist equipment and resources.
<b>Support for the School</b>	
<b>1</b>	Ensure whole school policies are complied with in order to overcome barriers to learning, such as behaviour management strategies.
<b>2</b>	To attend and be proactive on school duties before, during and after school as per the duty rota which may include providing first aid for students and staff.
<b>3</b>	To be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise.
<b>4</b>	Assist in maintaining high standards of health and safety at all times.
<b>5</b>	Maintain good relationships with colleagues and work together as a team.
<b>6</b>	Assist in the supervision of classroom and outdoor activities.
<b>7</b>	Assist with the supervision of discreet groups of pupils for short periods when the teacher is not present.
<b>8</b>	Contribute to the overall ethos/work/aims of the school.
<b>9</b>	Actively promote equal opportunities and support the delivery of services which are accessible and appropriate to the diverse needs of service users.
<b>10</b>	Participate in relevant meetings as and when required.
<b>11</b>	Accompany teachers and pupils on educational visits as required.
<b>12</b>	To uphold the Catholic ethos of the school including attending whole school events.
<b>13</b>	To participate in training and other learning activities and the school's performance management process.
<b>14</b>	To provide cover for colleagues when required.
<b>15</b>	Any other duties and responsibilities within the range of the salary grade.

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## PERSON SPECIFICATION

### Criteria for Appointment (Person Specification)

Source Key:	A = Application Form, I = Interview, R = References, CC = Checking Certificates		
<b>[A] Experience, Training &amp; Qualifications</b>	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Experience of working with or caring for children of a relevant age.	*		A/I
Completion of the Teaching Assistant Induction Programme.		*	A/I
<b>[B] Knowledge Skills &amp; Abilities</b>	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Ability to build and form good relationships with students, colleagues and other professionals.	*		A/I/R
Understanding of the role of the Teaching Assistant and other professionals working in the classroom.	*		A/I/R
Good literacy and numeracy skills.	*		A/I/R
Understanding of national curriculum and barriers to learning.	*		A/I/R
Basic understanding of child development and learning.	*		A/I/R
Ability to work constructively as part of a team understanding the roles and responsibilities of others.	*		A/I/R
Excellent verbal and written communication skills to ensure effective communication with colleagues, students and other professionals.	*		A/I/R
Ability to use relevant technology.	*		A/I/R
Interest in local and national best practice for SEND and the ability to use and share such strategies.	*		A/I/R
Willingness to undergo first aid training.	*		A/I
<b>[C] Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Able to work flexibly, switching between tasks and priorities at short notice and responding to unplanned situations.	*		A/I/R
Committed to continuing personal professional development.	*		A/I
Personal commitment to ensure services are equally accessible and appropriate to the diverse needs of the service users.	*		A/I/R
Able to maintain issues of confidentiality within the working environment.	*		A/I/R
Willingness to uphold the Catholic Ethos of the school.	*		A/I
Willing to apply for an enhanced DBS (Disclosure and Barring Service) check.	*		A/I