

THE BIG LiFE GROUP

 **BigLife**
Schools



Teaching Assistant Level 3

This job changes lives



About The Big Life Group

The Big Life Group's mission is to fight for equity, in health, in wealth and in life. We are a social business delivering a range of services across the North of England, covering everything from mental and physical health, addiction and criminal justice, to housing, education, family support and much more. What links them together is the way we work – The Big Life Way.

We always stand shoulder-to-shoulder with people, working with them on the things that matter most to them. Everything we do is designed and informed by the needs, priorities and strengths of people and communities.

Our values

- **Courage:** We stand up for ourselves, and the people and communities we work alongside, even when that makes us unpopular, or challenges accepted wisdom.
- **Creativity:** We find innovative solutions that work, never accepting the easy option or the status quo.
- **Honesty:** We act with integrity, speaking the truth to ourselves and others.
- **Inspiration:** We are inspired by the people and communities we work with and share what we learn from them to inspire others.
- **Thoughtful:** We act with care and compassion and work to understand people's experiences. We take time to listen, reflect and continually learn.
- **Valuing difference:** We recognise and celebrate the unique qualities, gifts, insights and perspectives that different people offer.

Working at Big Life Schools

Big Life Schools is a Multi-Academy Trust which functions as part of the wider Big Life Group, and we share those group-led values within our school communities. At Big Life Schools, work is more than a job – it's about standing shoulder-to-shoulder with people and communities, making a difference every day. We fight for equity in health, in wealth and in life, and that commitment starts with our staff.

Be yourself

We want you to feel safe, respected and able to bring your whole self to work. Difference is celebrated here, and our staff networks - from menopause to neurodiversity, LGBTQI+ and more - create space to connect and support each other.

Benefits that matter

We offer more than a payslip - you'll find wellbeing support through LifeWorks, Simply Health and mindfulness sessions, your birthday off, and regular learning opportunities. Everyday perks include Blue Light Card discounts, savings schemes, cycle-to-work, free eye tests and more - little extras to make life easier inside and outside of work.

Recognised as outstanding

We're proud to be ranked by Best Companies as one of the UK's outstanding places to work, with a two-star accreditation in 2024.

Support and progression

We work with all our teaching and support staff to explore ways of reducing workload and improving wellbeing. When joining our schools, you can expect a range of support from senior leaders, who operate a coaching model, and from the dedicated curriculum and wellbeing leads.

If you're looking for more than a job - if you want to be part of a team that's bold, creative and relentlessly committed to equity – then Big Life could be the place for you.



About Unity Community Primary School

Big Life Schools currently has two primary schools within Manchester, each with an attached nursery: Longsight Community Primary School (Longsight) and Unity Community Primary School (Cheetham Hill).

Unity Community Primary is a two-form entry primary school serving a richly diverse community in Cheetham, North Manchester. Unity is part of the multi-academy trust Big Life Schools, which shares the vision and values of the Big Life group.

We have nearly 400 pupils aged 2-11, coming from many different countries and speaking 38 different languages. Our pupils are happy children who love school, and we want to encourage them to have the best possible start in life. We work hard to be a truly inclusive community. Diversity, respect and tolerance are at the core of our school identity, and we are proud to have the Rights Respecting Gold Award and the Belonging Matters Charter Mark.

As a school we use trauma-informed approaches to support our children's emotional health and wellbeing. We also put a great emphasis on developing positive relationships between every member of our school community.

Candidates are highly encouraged to visit the school and discuss the position with a member of our Senior Leadership. Please ring the school office on 0161 871 2614 or visit www.unitycommunityprimary.com for more information about our school.

The Big Life Schools is committed to safeguarding children and vulnerable adults.

The post is subject to an Enhanced DBS with a check of adults barred list and is exempt from the Rehabilitation of Offenders Act 1974

Job Description: Teaching Assistant Level 3

The basics

Salary

Grade 4 NJC point 7-11 pro rata

Hours

35 hours per week 8.15-3.45pm term-time only on a permanent basis, starting in September 2026

Annual leave

13 weeks - School holidays

Base

Unity Community Primary School

Line manager

Assistant Headteacher

Closing date for applications

Thursday, 11 June at 9am. Interviews will take place on Tuesday, 16 June.

What you'll be doing

As a Teaching Assistant (Level 3), you will work with teachers across the primary phase to support teaching and learning, providing specialist support to the teacher in an aspect of the curriculum, age range or additional needs.

Main duties

1. Provide learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils
2. Assess, record and report on development, progress and attainment as agreed with the teacher
3. Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved to the attention of the teacher
4. Plan and evaluate specialist learning activities with the teacher, writing reports and records as required
5. Select and adapt appropriate resources/methods to facilitate agreed learning activities
6. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate

Teaching assistants in this role are expected to undertake at least one of the following. The options listed below are alternative specialisms and only the specialism actually applicable should be evaluated.

7. Provide specialist support to pupils with special educational needs, for example, learning, behavioural, communication, social, sensory or physical difficulties
8. Provide specialist support to pupils where English is not their first language
9. Provide specialist support to gifted and talented pupils
10. Provide specialist support to all pupils in a particular learning area (e.g. ICT, literacy, numeracy, National Curriculum subject).

Teaching assistants in this role may also undertake some or all of the following:

1. Establish and maintain relationships with families, carers and other adults, e.g. speech therapists
2. Provide short term cover supervision of classes
3. Supervise the work of other support staff/trainees
4. Be responsible for the preparation, maintenance and control of stocks of materials and resources
5. Invigilate exams and tests
6. Escort and supervise pupils on educational and out of school activities
7. Guide and support pupils in their personal, emotional and social development
8. Prepare and present displays
9. Supervise individuals and groups of pupils throughout the day, including supervision in the classroom, playground and dining areas
10. Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence

11. Be involved in planning, organising and implementing individual development plans for pupils (such as Individual educational plans), including attendance at, and contribution to, reviews
12. Work with pupils not working to the normal timetable

Work-related expectations

1. Work within Big Life's mission, values and ethos.
2. Contribute to the development of Big Life Schools Trust.
3. Work in accordance with all Big Life policies, particularly safeguarding, health and safety and information governance.
4. Commit to ongoing professional development and training.
5. Work in line with all relevant legislation and statutory guidance.
6. Participate in regular supervision and appraisal.
7. Undertake any other duties appropriate to the role.

Relevant National Occupational Standards

1. STL8 Use information and communication technology to support pupils' learning
STL28 Support teaching and learning in a curriculum area
STL32 Promote the transfer of learning from outdoor experiences
STL33 Provide literacy and numeracy support to enable pupils to access the wider curriculum
2. STL30 Contribute to assessment for learning
STL55 Contribute to maintaining pupil records
STL60 Liaise with parents, carers and families
3. STL9 Observe and report on pupil performance
STL29 Observe and promote pupil performance and development
4. STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher
STL46 Work with young people to safeguard their welfare
STL53 Lead an extra-curricular activity
5. STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher
6. STL41 Support pupils with behaviour, emotional and social development needs
STL45 Promote children's well-being and resilience
STL46 Work with young people to safeguard their welfare
STL48 Support young people in tackling problems and taking action
7. STL14 Support individuals during therapy sessions
STL38 Support children with disabilities or special educational needs and their families
STL39 Support pupils with communication and interaction needs
STL40 Support pupils with cognition and learning needs
STL42 Support pupils with sensory and/or physical needs
STL36 Provide bilingual/multilingual support for teaching and learning
STL28 Support teaching and learning in a curriculum area
STL33 Provide literacy and numeracy support to enable pupils to access the wider curriculum
8. STL14 Support individuals during therapy sessions
STL52 Support children and families through home visiting
9. STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher
10. STL65 Allocate and check work in your team
STL66 Lead and motivate volunteers
11. STL56 Monitor and maintain curriculum resources
12. STL 17 Invigilate tests and examinations
13. STL59 Escort and supervise pupils on educational visits and out-of-school activities

- 14. STL37 Contribute to the prevention and management of challenging behaviour in children and young people
 - STL47 Enable young people to be active citizens
 - STL46 Work with young people to safeguard their welfare
- 15. STL16 Provide displays
 - STL31 Prepare and maintain the learning environment
- 16. STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher
 - STL54 Plan and support self-directed play
- 17. STL44 Work with children and young people with additional requirements to meet their personal support needs
- 18. STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher
 - STL30 Contribute to assessment for learning
 - STL51 Contribute to improving attendance

Person Specification: Teaching Assistant Level 3

The successful candidate will be able to demonstrate that they meet the following points, either in their application, at an interview or through taking part in a test.

Employment experience

1. Experience of working with children in KS1/KS2
2. Experience of working with pupils with additional needs.
3. Ability to relate well to children and adults.
4. Ability to work as part of a team.

Education and training

1. Numeracy and literacy skills (at a level equivalent to GCSE)
2. NVQ Level 3 for Teaching Assistants or equivalent qualification or experience.
3. Training in the relevant learning strategies, or in a particular curriculum or learning area e.g. bilingual.

Knowledge

1. An understanding of the role of the Teaching Assistant and other professionals working in the classroom.
2. Full working knowledge and understanding of national/foundation stage curriculum and other basic learning programmes/strategic processes and barriers to learning.
3. Understanding the principles of child development and learning processes.
4. Knowledge of strategic processes and barriers to learning, including e.g. behaviour management strategies.
5. Knowledge and understanding of safeguarding children in education settings.
6. Knowledge and understanding of health and safety in education settings

Skills

1. Willingness and ability to undertake HTLA Level responsibilities (refer to HLTA standards)
2. Willingness to participate in training, performance management and self-evaluate learning needs and actively seeking learning opportunities.
3. Ability to use relevant technology e.g. photocopier.
4. Effective use of ICT to support learning.
5. Ability to organise, motivate and lead a team
6. Ability to self-evaluate learning needs and actively seek learning opportunities.
7. Willingness to undertake first aid training as appropriate.

Personal

1. Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.
2. Self-motivation and personal drive to complete tasks to the required timescales and quality standards.
3. The flexibility to adapt to changing workload demands and new school challenges.
4. Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils.
5. A commitment to continuous self-development.
6. A commitment to school improvement
7. Be willing to consent to and apply for an enhanced DBS check.



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