

# MANCHESTER YOUNG LIVES

## JOB DESCRIPTION

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| <b>Job Title</b>     | <b>Higher Level Teaching Assistant</b>   |
| <b>Salary</b>        | £18,988 - £ 21,162 (Term time only pro rata)<br>Actual salary £17,011 - £18,968                            |
| <b>Reporting to</b>  | Centre Manager   |
| <b>Main Contacts</b> | Young people, parents/carers, Teachers, Manchester PRU, related agencies and MYL central support functions |

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**Place in the organisation** To work as part of an alternative school team providing a structured education and personal support and development programme to young people between the ages of 13 and 16 who are not attending mainstream school.

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### **Main Purpose of the job**

To work under the guidance of school managers to implement agreed work programs with individuals & groups, in or out of the classroom. Undertaking specified timetabled lesson delivery as directed and providing cover for lesson delivery for students at KS3 & KS4 as required. To provide an intensive mentoring role focused on addressing barriers to learning for young people for them to achieve their full potential. To encourage students to become independent learners, provide support for their welfare, and to support the inclusion of students in all aspects of school life.

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## **MAIN TASKS & RESPONSIBILITIES**

### **Students**

- Support the staff team in implementing multi- agency interventions as required to ensure the needs of the student are best met in a co-ordinated way
- Working with students, Deputy Principal and Centre Managers to draw up and implement an individual Behaviour and Learning Plan for each student and to progress support as agreed with student and wider partners, including parents and carers
- To develop a 1:1 mentoring relationship with students aimed at achieving the goals defined in the Behaviour and Learning Plan and be successful in achievement of goals, provide specialist support to students with learning, behavioural, communication and social difficulties, provide support for students where English isn't their first language, for gifted and talented student and students in particular learning areas e.g. ICT, literacy, numeracy.
- To work with groups of young people identified as not fulfilling their potential to achieve their goals encouraging peer support
- Providing an orderly, safe and structured learning environment for students ensuring that designated work is completed by students
- Work collaboratively with teaching staff and assist teachers in the whole school planning cycle and the management/preparation of resources. To provide support for students, the teacher and the school in order to raise standards of achievement for all student (eg SEN, EAL and all underachieving groups)
- To contribute to student welfare and protection issues utilising the Common Assessment Framework
- To contribute to the maintenance of records and information systems both computerised and manual with due regard for data protection and confidentiality
- Develop and prepare resources for learning activities in accordance with lesson plans in response to student needs.
- Ensure that there is an inclusive approach to supporting all students including those

- working outside of the normal timetable.
- Invigilate exams.
- Support teaching and deliver lessons across a broad curriculum that emphasises the development of functional skills in literacy, numeracy and ICT, plus emotional and social intelligences
- Deliver timetabled lessons and learning activities to students either on 1:1 basis or to whole classes and in the absence of teaching staff and supervise students whilst engaged in learning activities.
- Ensure that, as far as possible, learning objectives set by the teacher are achieved.
- Implement agreed learning activities/teaching programs, adjusting activities according to students' responses/needs
- To work closely with teachers and centre managers on targeting efforts on those at risk of underachieving to provide effective intervention
- To participate, with other staff, in the comprehensive assessment of students to identify and address barriers to learning through assessment and ongoing reviews
- To have full knowledge and appreciation of the range of extended services that could be drawn upon to provide extra support for students.
- To comply with all relevant legislation and school policies and procedures in work with students
- Supervise individuals and groups of students through out the day, including supervision in the classroom, outside areas and dining areas.
- Escort and supervise student son educational and out of school trips/visits and activities.
- Support the development of strategies to overcome low levels of literacy and numeracy presented by students when they enter the school
- To be individually responsible for promoting and safeguarding the welfare of children and young person's s/he is responsible for or comes into contact with.
- Be aware of and comply with all policies and procedures relating to Safeguarding, Child Protection, Health & Safety, Confidentiality and Data protection, reporting all concerns to the appropriate person.
- Participate in training another learning activities and performance development as required.
- To attend relevant meetings.
- To contribute to the overall ethos/works/aims of the organization.
- Work with the Centre Manager and Teachers to ensure that classroom displays reflect the diversity of the curriculum and provide relevant information, advice and guidance for young people

### **Parents/Carers & the Community**

- Be a point of contact within the school with parents / carers
- Ensure that parent/carers are informed of students' progress and are able to understand targets for improvement
- Develop and encourage good relationships between the school, parents, carers and the local community

### **Equality and Diversity**

- Be aware of and uphold MYL Values and comply with MYL Equality & Diversity Policy
- Promote an equality and diversity culture for staff, students and parents/ carers with standards of behaviour based on treating individuals with fairness and respect

## **External Relationships**

- Build and maintain good working and constructive relationships with Manchester Secondary PRU and other agencies who are engaged in supporting MYL students
- To monitor the implementation of all plans drawn up by wider support agencies, for example MSPRU
- To participate in whole school meetings and partnership events e.g. at PRU and home schools to share best practice.
- Develop partnerships with other agencies that supports our aims to develop and deliver an effective curriculum that maximises learning for students and the efficient use of resources
- Uphold and promote MYL high professional standards and ethos
- To be individually responsible for promoting and safeguarding the welfare of children and young person's s/he is responsible for or comes into contact with.
- To co-operate with all Manchester Young Lives staff in maintaining good relations with outside bodies and the general public in order to uphold the organisation's image.
- To promote a positive image of MYL school and the wider work of the organisation.
- To ensure that your conduct within and outside of the school does not conflict with the professional expectations of the organisation

**Manchester Young Lives is committed to safeguarding and promoting the welfare of children and young people. The highest priority is given to following guidance and regulations to safeguard children and young people.**

**The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS).**

**PERSON SPECIFICATION –Higher Level Teaching Assistant**  
**QUALIFICATIONS, SKILLS, EXPERIENCE AND PERSONAL ATTRIBUTES**

| <b>QUALIFICATIONS</b>  | <b>Essential (E)<br/>Desirable (D)</b> |
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| Level 3 Youth Work, NVQ 3 for Learning, Development and Support Services, BTEC Level 3 Certificate in Supporting Teaching and Learning in Schools, Higher Level Teaching Assistant standards or equivalent qualifications and experience | D                                      |
| Safeguarding L1  | E                                      |
| <b>EXPERIENCE</b>  |  |
| Minimum of 2 years' experience working with young people, preferably in an alternative school setting  | E                                      |
| Proven effectiveness in employing a range of behaviour management strategies, especially for challenging pupils  | E                                      |
| <b>KNOWLEDGE, SKILLS &amp; ABILITIES</b>   |  |
| Good working knowledge and understanding of child development and learning processes in particular the barriers to learning faced by young people at risk of exclusion from mainstream education   | E                                      |
| Good communication and presentation skills   | E                                      |
| An understanding of young people who present SEBD with a commitment to inclusive learning and raising their attainment   | E                                      |
| Good organisation skills with strong attention to detail   | E                                      |
| Good literacy & numeracy skills equivalent to L3 standard of education   | E                                      |
| Knowledge of the principals involved in giving advice and guidance to young people including confidentiality and sharing information   | E                                      |
| Ability to work autonomously and as part of teams  | E                                      |
| Knowledge of the rights and responsibilities of parents / carers   | E                                      |
| Knowledge of the range of additional support/ agencies available to students with additional learning needs  | E                                      |
| An ability to produce detailed and concise reports and to present these verbally and in writing to a range of audiences  | E                                      |
| An understanding of the factors which lead to educational disaffection in young people and effective strategies that can be employed to overcome them  | E                                      |
| <b>PERSONAL ATTRIBUTES</b>   |  |
| Enthusiasm, adaptability and resilience  | E                                      |
| Commitment, reliability, integrity & good judgment   | E                                      |
| Be confident, positive & approachable  | E                                      |
| <b>WORK RELATED CIRCUMSTANCES</b>  |  |
| Work on different sites as required  | E                                      |
| A commitment to safeguarding and promoting the well-being of young people  | E                                      |
| An understanding and commitment to equality and diversity principals   | E                                      |
| To carry out training as necessary to fulfil the requirements of the post  | E                                      |