



# SMITHILLS SCHOOL

## SUCCESS FOR ALL

Teaching Assistant Level 3 SEND  
Candidate Information



### OUR VALUES





Welcome to Smithills School

Thank you for expressing an interest in the position of Teaching Assistant Level 3 SEND. This is a wonderful opportunity to join our successful, over-subscribed 11-16 school at an exciting stage of our journey.

Smithills School is proud to be part of Bolton Impact Trust, a small, values-driven multi-academy trust comprising:

- Youth Challenge
- Lever Park
- Forward Centre
- Park School

Although each school within the Trust serves a different setting, we share a common vision and a strong set of values. Bolton Impact Trust is committed to pupil-centred, inclusive education and has consistently fostered a culture of collaboration and mutual support that reflects our own ethos.

As Headteacher I am fortunate to work alongside our talented staff, pupils, families and community partners. Our school is a very special place where we respect individuality, diversity and difference. Every child who joins us is encouraged to achieve and every adult who joins our team is given the opportunity to contribute.

Our values of Excellence, Independence and Community are evident in all that we do. They combine to ensure our vision of 'Success for All' is achieved.

In September 2023, just two weeks into my headship, the school was rated as 'Requires Improvement' in both Quality of Education and Leadership and Management but was judged as 'Good' for Personal Development, and Behaviour and Attitudes. Ofsted acknowledged that 'pupils are warmly welcomed and quickly settle into school life,' praised our 'high aspirations for pupils' achievement,' and highlighted that 'staff feel happy and proud to work' at the school. They affirmed that we are heading in the right direction with the changes we are making, noting that more time is needed to fully implement and embed these improvements.

Since then, we have had a very positive monitoring visit, leaving us with only one Area for Improvement (AFI). Ofsted's feedback included that across curriculum areas, subject leaders have clearly identified the essential knowledge pupils must learn and the order in which it should be taught. Additionally, disadvantaged pupils and those with special educational needs and/or disabilities (SEND) are benefitting significantly from these efforts.

Our pupils are at the heart of everything we do. We are committed to developing and nurturing every child, providing the very best standards of education through a strong, knowledge rich curriculum, which is built around our expectations that all pupils will develop their depth of understanding across a wide range of subjects, securing an ambitious education for all. We also offer our pupils a wealth of cultural experiences, broadening horizons and developing self-esteem which provides them with the skills to make positive contributions to society, now and in the future.

We are committed to the continued professional development of all our colleagues and take our responsibility to develop leaders of the future seriously. We are equally committed to staff wellbeing: we provide a package of support to help all colleagues achieve a happy work life balance and we have a thriving wellbeing group that initiates real change in school.



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If you are a dynamic, motivated, conscientious professional who has a passion for working with children and young people and you feel you have the skills and personal attributes to work as part of an innovative, energetic and ambitious team, we would love to hear from you.



## Why work at Smithills?

As a team, we value every member of staff – from the site team to middle leaders, from teachers to SLT, from canteen staff to teaching assistants, from pastoral staff to IT support. We know that every person on our staff is crucial to the strategic development and the operational work of our school. As such, we promote well-being and prioritise manageable workloads in the following ways:

- SLT are supportive and highly visible around our site
- Teachers have their own classrooms
- We are committed to the Education Staff Wellbeing Charter
- Staff wellbeing is prioritised with free access to our swimming pool, gym, 'Friday football' and all sports centre activities during the week and at weekend
- The Staff Wellbeing Team includes broad representation from teaching and associate staff
- This team meets at least every half term, capturing staff voice and responding with concrete actions
- Teaching staff typically have above the national expectation of 10% of Planning, Preparation and Assessment (PPA) time
- Every teacher has a protected Professional Development hour every fortnight
- CPD is a regular feature of our calendar and includes teaching and support staff
- Opportunities for career development are embedded in our structures and systems
- Early Careers Teachers thrive in a supportive and caring environment. They have access to a broad and individualised programme of professional development
- As part of our commitment to continuous professional development all staff are encouraged and supported to undertake further study
- Internal applications for a range of roles are actively encouraged
- Data entry points are kept to a minimum for each year group
- Every department has high quality 5-year curriculum plans in place
- Departmental marking policies have been designed to actively reduce marking workload
- All teaching staff have an iPad/laptop
- The correction system is centralised
- Lunch duties are paid
- Reprographics is centralised

Most of all, though, we offer something which a bullet point list cannot capture: our staff and students are friendly and fiercely loyal to our school. Our school is a community and we are proud of that.

**'Leaders at all levels carefully consider the impact of any changes that they make to school systems which may affect the workload and well-being of staff'.**

OFSTED  
September 2023

We encourage you to come and see our school for yourselves. Please contact the Headteacher's PA, Chris Shaw on 01204 842382 ext. 104 or [c.shaw@smithillsschool.net](mailto:c.shaw@smithillsschool.net) to arrange an appointment. A member of SLT will be only too happy to show you around.

**Closing date for applications: Tuesday 19<sup>th</sup> May 2026 at 9.00am**

**Interview date: w/c 1<sup>st</sup> June 2026**



## Teaching Assistant Level 3 SEND

Salary: Grade E pt 11-17 £28,142 - £31,022 pro rata

Actual Salary at pt 11 £21,500

33 hrs per week Term Time Only Plus 5 Days

Permanent Position

### Job Description

<b>Primary Purpose of the Job</b>	To work with the SENCO and teaching staff to develop best practice for SEN children. To work with and supervise individuals and groups of children under the direction/instruction of teaching &/or senior staff, inclusive of specific individual learning needs, enabling access to learning for all pupils. Provide specialist support in specific curricular/resource areas.
<b>Responsible to</b>	SENCO
<b>Responsible for</b>	Supporting pupils on the SEND register
<b>Principal Responsibilities</b>	Provide guidance and support for the pupil, teacher, curriculum and the school.
<b>Desirable</b>	<b>To have experience of leading focused group work.</b>

#### MAIN DUTIES

##### SUPPORT FOR THE PUPILS

- To assess the needs of pupils through individually tailored key performance indicators.
- To ensure practices are in place so pupils with SEND in mainstream classes make progress.
- To develop positive relationships with individuals/groups of pupils, and their families.
- To work predominantly in mainstream; ensuring pupils receive tailored support to meet their needs, taking into account strategies provided by outside agencies.
- To plan and deliver to small groups of pupils in a curriculum area under the direction of the relevant subject leader(s)
- Provide consistent provision and use detailed knowledge and specialist skills to support pupils' learning in a range of subjects.



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- Develop and implement passports and individual learning plans.
- Provide feedback to pupils in relation to progress and achievement.
- Establish productive working relationships with all pupils, acting as a role model and setting high expectations.
- Promote self-esteem and independence, employing strategies to recognise and reward for values achievement within established school procedure.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Promote inclusion and acceptance of all pupils.
- Use data to establish interventions in mainstream (following the 'plan, assess, do, review' model) for those pupils who require additional support.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities

#### **SUPPORT FOR THE TEACHER**

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of those with SEND.
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations and strategies on to the class teacher.
- Direct the work, where relevant, of other adults in supporting learning for pupils with SENDs.
- Contribute to lesson plans, resources, success criteria within an agreed system of supervision
- Effectively contribute to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.
- Use teaching and learning outcomes to plan challenging targets for SEND pupils and to evaluate and adjust lesson/work plans as appropriate within agreed systems of supervision.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined success criteria.
- Support the role of parents in their child's learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Provide objective and accurate feedback and reports, as required, to the teacher and SENCo on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records in agreed format with the teacher and SENCo, contributing to reviews of systems/records as requested.
- Administer and assess/mark tests and accurately record achievement/progress and invigilate exams/tests.
- Establish a clear framework for pupil discipline, anticipate and manage pupil behaviour constructively, promoting self-control and independence in line with established school policy.
- To cover and lead class teaching (in agreement with the SENCo) as and when appropriate
- Undertake any other relevant duties given by the class teacher

#### **SUPPORT FOR THE CURRICULUM**



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- Plan and deliver learning activities/programmes, adjusting activities according to pupil learning styles and individual needs within agreed system of supervision.
- Support the delivery of SEND programmes, effectively utilising all alternative learning opportunities to support extended development.
- Use ICT effectively in learning activities, the preparation of resources and to develop pupils' competence and independence in its use.
- Assist pupils to access learning activities through applying specialist support in specific curriculum areas.
- Select and prepare required resources to lead learning activities, taking account of pupils' interest, language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

#### **SUPPORT FOR THE SCHOOL**

- To work closely with the class teacher and any external professionals as appropriate, to deliver any special programme designed for the pupil(s) and to undertake such training as necessary.
- Promote inclusion and deliver training in department meetings.
- Comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the school values, aims and improvement plans.
- Attend and participate in regular meetings as required.
- Participate in training and other learning activities and personal development, as required.
- Establish own best practice and lead on specialist areas to support others.
- Assist with the planning of opportunities for pupils to learn in out-of-school contexts, according to school policies and procedures and within working hours.
- Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend in school activities.
- To accompany pupils on school visits, trips and out of school activities, as required.
- On occasion to accompany staff on home visits.
- On occasion to provide cover for teacher absence.
- To undertake lunch duty as required.

#### **LINE MANAGEMENT RESPONSIBILITIES**

- Manage a team of TA2 Teaching Assistants, inclusive of central liaison point and deployment of resources.
- Ensure effective team communication, Teaching Assistant induction, development and appraisal.

**The roles and responsibilities in this job description may change and/or evolve in a reasonable manner over time.**



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The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

### Person Specification

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
<b>1.</b>	<b>Skills, Competency and Knowledge</b>	
1.1	Ability to work effectively within a team environment, understanding classroom roles and responsibilities	Application Form/Interview
1.2	Ability to build effective working relationships with all pupils and colleagues	Application Form/Interview
1.3	Ability to work within a team of staff, ensuring effective communication and deployment	Application Form/Interview
1.4	Ability to contribute to the Care, Guidance and Support through the House structure	Application Form/Interview
1.5	Ability to promote a positive ethos and role model positive attributes	Application Form/Interview
1.6	Ability to adapt own approach in accordance with student needs	Application Form/Interview
1.7	Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	Application Form/Interview
1.8	Demonstrate excellent behaviour management techniques	Application Form/Interview
1.9	Ability to continually develop and extend own working practices	Application Form/Interview
1.10	Understanding of safeguarding principles and safe working practices, and to be able to set in motion appropriate procedures according to the school setting/policies	Application Form/Interview
1.11	Demonstrate the potential to contribute to the departmental team	Interview



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1.12	Excellent personal Literacy and Numeracy skills	Application Form/Interview
1.13	Advanced understanding of national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc.	Application Form/Interview
1.14	Understanding of principles of child development, learning styles and independent learning	Application Form/Interview
1.15	Minimum 4 years' experience of working with children in an educational setting (within specified age range/subject area)	Application Form
1.16	Working knowledge of relevant policies/codes of practice/legislation	Application Form/Interview
1.17	Understanding of statutory frameworks relating to teaching and learning	Application Form/Interview
1.18	Understanding of inclusion, especially within a school setting	Application Form/Interview
1.19	Experience of resources preparation to support learning programmes	Application Form/Interview
1.20	Effective use of ICT to support learning	Application Form/Interview
1.21	<b>Valuing Diversity</b> - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage.	Application Form/Interview
1.22	<b>Caring for Customers</b> - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users	Application Form/Interview
1.23	<b>Developing Self and Others</b> - Ability to question, and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others' learning and share learning with others	Interview



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1.24	<b>Health and Safety</b> - The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk.	Interview
1.25	<b>Confidentiality</b> - To acknowledge the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information.	Interview

<b>2. Experience/Qualifications/Training etc.</b>		
2.1	At least a level 2 qualification in Maths and English (GCSE grade C or above or equivalent).	Application Form / Certificates
2.2	Experience of working with students with challenging behaviour	Application Form & Interview

<b>3. Work Related Circumstances – Professional Values &amp; Practices</b>		
3.1	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	Application Form & Interview
3.2	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	Application Form & Interview
3.3	Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work	Application Form & Interview
3.4	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	Application Form & Interview
3.5	Able to liaise sensitively and effectively with parents and carers recognising their role in student learning	Application Form & Interview
3.6	Able to improve their own practice through observations, evaluations and discussion with colleagues.	Application Form & Interview



## **Safeguarding**

Smithills School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates are subject to an enhanced disclosure from the Disclosure & Barring Service.

Current or previous employers will be contacted as part of the verification process pre-appointment checks if the applicant is short-listed. Information requested will include:

- Disciplinary offences relating to children, including anywhere the penalty is “time expired”
- Whether the applicant has been the subject of any child protection concerns
- The outcome of any enquiry or disciplinary procedure

Any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview.

We may use internet searches using information held in the public domain to perform due diligence on shortlisted candidates in the course of recruitment, in terms of suitability for the post applied for. Where we do this, we will act in accordance with our data protection and equal opportunities obligations.

C Dewse  
Headteacher