



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
- Egerton Primary 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.

Our most recent Ofsted inspection recognised many of the strengths of Smithills School. Inspectors highlighted our warm and inclusive culture, the positive relationships between staff and pupils, improvements in behaviour and attendance, and our ambitious curriculum. They also noted the effective support provided for disadvantaged pupils, pupils with SEND, and those who face additional barriers to learning. Alongside this, inspectors praised the breadth of our enrichment opportunities, our strong pastoral care, and the positive focus on staff wellbeing, all of which help create an environment in which pupils and staff can thrive.

As a school, we remain ambitious. We continue to focus on embedding consistently excellent teaching, ensuring assessment is used effectively to deepen pupils' learning, and strengthening our personal development curriculum so that every pupil achieves their full potential.

Our pupils are at the heart of everything we do. We are committed to developing and nurturing every child by providing the highest standards of education through a strong, knowledge rich curriculum. Built on high expectations our curriculum develops pupils' depth of understanding across a wide range of subjects and secures 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.

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:

- Every member of staff is entitled to an annual wellbeing day to support a healthy work-life balance
- 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 receive 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.

'Staff are happy to work at Smithills. They value the consideration leaders make of their wellbeing and workload.'
OFSTED,
March 2026

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 to arrange an appointment. A member of SLT will be only too happy to show you around.

Closing date for applications: 9:00am Friday 2nd October 2026

Interview date: Wednesday 7th October 2026

Job Description

Every member of staff at Smithills School is expected to maintain, support and promote the vision and values of the school in and through the exercise of all contractual duties and any voluntary activities.

Department	SMITHILLS SCHOOL - Curriculum Hub
Job Title	Teaching Assistant Level 3 SEND
Salary Scale	Grade E points 11 – 18, £28,142 - £31, 537 PA Pro Rata
Contract	33 hours per week, Term Time Only Plus 5 Days, Fixed Term to 31 st August 2027
Reporting to Responsible for	SENCo Supporting pupils on the SEND register

MAIN RESPONSIBILITIES OF THE POST

Provide tailored learning, care, guidance and support to pupils, with particular emphasis on pupils with Special Educational Needs and Disabilities (SEND), enabling them to access the curriculum, make progress and develop confidence, independence and positive relationships. The postholder will work closely with teachers, the SENCo, other school staff, families and external professionals to plan, deliver and evaluate individualised support strategies and SEND programmes, exercising a greater degree of autonomy and specialist judgement in adapting provision to meet pupils' needs. The role will include supporting learning in mainstream classrooms, independently leading and delivering small-group and, where appropriate, 1:1 interventions, monitoring and recording pupil progress, supporting positive behaviour and contributing to an inclusive and safe learning environment. The postholder will draw on specialist knowledge and experience to advise and support colleagues, sharing effective practice and, where required, directing the work of other adults supporting pupils with SEND. The postholder will contribute to the wider life and development of the school by supporting the school's values, policies and improvement priorities, taking a lead role in specialist areas as agreed with the SENCo, participating in and cascading professional development, and working collaboratively as an experienced member of the wider school team.

Post-Specific Responsibilities

Support for 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 and advice provided by external professionals and 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.
- Develop and implement passports and individual learning plans, and contribute to their ongoing review.
- 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, self-regulation 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, promoting positive relationships with others.
- 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.
- Promote the welfare, safety and dignity of all pupils, maintaining appropriate professional boundaries at all times.

Support for Teachers

- 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 SEND.
- 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, recognising their role in student learning.
- Provide objective and accurate feedback and reports, as required, to the teacher and SENCo on pupil achievement, progress, behaviour 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, accurately record achievement/progress, support examination access arrangements, 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

- 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, including strategies recommended by external professionals.
- 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, the SENCo 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 safeguarding, 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, sharing specialist knowledge with colleagues.
- 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.

Person Specification

The successful candidate must be able to demonstrate that he/she has the qualifications, experience, knowledge, abilities and personal qualities outlined below. References obtained about candidates will also be used in the assessment of their suitability for the post.

Essential	Desirable	Method of Assessment
Qualifications, Training, Experience		
Relevant qualifications or experience appropriate to working with children and young people Good basic education to GCSE level in English and Maths, or the equivalent Evidence of continuing professional development and willingness to undertake relevant training Effective use of ICT Experience of supporting pupils with SEND, using individual learning plans, ISPs/passports and strategies recommended by external professionals	Experience of supporting pupils with different abilities, needs and learning styles Excellent personal literacy and numeracy skills Experience of working with and supporting the progress of children or young people in an educational, care or support setting Experience of leading small-group or 1:1 interventions with a degree of independence Experience of supporting or advising colleagues in specialist areas	Application & Interview Application & Interview Application & Interview Application & Interview
Knowledge and Understanding		
The candidate should have a level of knowledge and understanding of: the needs and barriers of young children; child development and the ways in which children learn; the roles played by various adults in a child's education; behaviour management strategies; equal opportunities; safeguarding An understanding of how pupils' individual needs, learning styles and barriers to learning can affect progress Understanding of inclusion, especially within a school setting An understanding of positive behaviour management and strategies for promoting self-control and independence	Working knowledge of specialist strategies or programmes recommended by external professionals (e.g. speech and language, occupational therapy)	Application & Interview Application & Interview Application & Interview Application & Interview

A secure working knowledge of relevant school policies, procedures and statutory frameworks relating to SEND and safeguarding		Application & Interview
Understanding of the graduated approach to SEND support (assess, plan, do, review) and how to apply it in practice		Application & Interview
Leadership and Management Skills		
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	Able to take a lead role in a specialist area, as agreed with the SENCo	Application & Interview
Contributes effectively to a departmental team		Application & Interview
Ability to work within a team of staff, ensuring effective communication and deployment	Able to direct and guide the work of other adults supporting pupils with SEND, where appropriate	Application & Interview
Able to work collaboratively with colleagues, knowing when to seek help and advice		Application & Interview
Able to explain tasks simply and clearly and foster independence	Able to share specialist knowledge and effective practice with colleagues, including through training or departmental meetings	Application & Interview
Able to supervise children, and adhere to defined school policies		Application & Interview
Can accept and respond to authority and supervision		Application & Interview
Able to work with a greater degree of autonomy, exercising specialist judgement under limited supervision		Application & Interview
Demonstrates good organisational skills		Application & Interview
Able to assist children on an individual basis, in small group and whole class work		Application & Interview
Demonstrates the ability to monitor, record and make basic assessments about individual progress		Application & Interview
Can suggest alternative ways of helping children if they are unable to understand		Application & Interview
Able to identify gaps in their own experience that they need help in filling		Application & Interview

Personal Qualities		
Ability to build effective working relationships with all pupils and colleagues	Ability to adapt own approach in accordance with pupils' needs	Application & Interview
Acknowledges the need to maintain confidentiality and have an awareness of school policies on confidentiality and the management and sharing of information		Application & Interview
High expectations of all		Application & Interview
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 & Interview
Demonstrate and promote the positive values, attitudes and behaviour expected from the pupils they work with		Application & Interview
Able to liaise sensitively and effectively with parents and carers, recognising their role in pupil learning		Application & Interview
Able to act as a positive role model to less experienced colleagues, modelling professional standards and practice		Application & Interview

This job description is intended to illustrate the general nature and level of responsibility of the role. It is not an exhaustive list of all duties and responsibilities. The postholder may be required to undertake other duties commensurate with the grade and responsibilities of the post, as reasonably required by the Headteacher.

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 and 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 any which 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 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.

Carolyn Dewse
Headteacher