THORNLEIGH SALESIAN COLLEGE

JOB VACANCY PACK

Learning Support Assistant

Sharples Park, Bolton BL1 6PQ
Tel: 01204 301 351
contact@thornleigh.bolton.sch.uk
www.thornleigh.bolton.sch.uk

MISSION STATEMENT

THORNLEIGH SALESIAN COLLEGE IS A COMMUNITY ROOTED IN FAITH IN JESUS, WHERE ALL ARE VALUED, LOVED AND CHERISHED SO THEY CAN ASPIRE FOR ACADEMIC EXCELLENCE IN AN ATMOSPHERE OF COMPASSION AND FORGIVENESS WHICH SEEKS TO REACH OUT IN SERVICE AND GRATITUDE.

Home School Church Playground

THANK YOU FOR YOUR INTEREST IN JOINING THORNLEIGH SALESIAN COLLEGE.

This is an exciting opportunity to become part of our thriving and successful 11-18 Roman Catholic School.

Guided by the Salesian ethos of Don Bosco, we are a community that values every individual, fostering an environment of kindness, respect and ambition. Our shared mission is to inspire and support every young person to achieve their full potential.

As a highly regarded and oversubscribed school in both the local community and the Diocese of Salford, we are proud to deliver excellence in all that we do. Ofsted has praised our school as a place where students feel safe, supported and inspired. They highlighted that:

"Pupils and students in the Sixth Form benefit from high quality pastoral care. They enjoy positive relationships with staff. The school is a calm place. Pupils work purposefully. Behaviour is well managed by staff."

Relationships are at the heart of everything we do at Thornleigh. Students and staff alike benefit from a strong sense of community and shared purpose.

Our students frequently tell us that 'the best thing about their school is their teachers' and we are committed to ensuring that staff feel equally valued and supported.

We believe in investing in our staff. From excellent professional development opportunities to a strong focus on staff well-being, we are dedicated to helping you thrive in your career. At Thornleigh Salesian College, you will find a supportive, ambitious and caring environment where you can make a real difference to the lives of young people.

If you are passionate about education, driven to make a difference and excited by the opportunity to join a school with a clear mission and strong sense of community, we would love to hear from you.

Please don't hesitate to get in touch if you have any questions or would like to discuss this opportunity further.

We look forward to welcoming you to our school.

Mike Fitzsimons
Headteacher

"PUPILS CLEARLY DISPLAY THE SALESIAN VALUES.

OFSTED 2024

SCHOOL POLICIES AND IMPORTANT READING

Please scan the QR Codes below:

SAFEGUARDING & CHILD PROTECTION POLICY

KEEPING CHILDREN SAFE IN EDUCATION

Thornleigh Salesian College

Job Vacancy

Learning Support Assistant x 2 required

Grade D SCP 6-11 (£26,847-£29,071)
Pro rata'd salary (22,989 - £24,893)
Term time plus 5 days
Permanent
37 hours per week
Required as soon as possible

The Governors wish to appoint a Learning Support Assistant to work with the Learning Support Team, under the direction of the SEN Co-ordinator and Senior Leadership of the school. The successful candidate will work in a variety of ways to ensure that students with additional needs are fully included in the life of the learning community and have equal opportunity to fulfil their potential.

Previous experience of working with young people would be an advantage.

We can offer you:

- The opportunity of working in a well-resourced, innovative and supportive department.
- Opportunities to collaborate with outstanding and dynamic teaching professionals
- Excellent professional development opportunities
- A supportive and generous well-being offer
    - Supportive staff wellbeing team who host a staff briefing every Friday morning whereby breakfast is provided for all.
    - Recognition and reward for the weekly nominated staff member of the week
    - Frequent staff surveys and SLT focus groups
    - A supportive and comprehensive CPD package
    - A new starter induction programme and coffee morning
    - Quarterly well-being coffee and cake support groups

Staff also have access to the Schools Advisory Wellbeing Package which have a wide range of complementary wellbeing services and can offer support as follows:-

- Unlimited Counselling
- Cancer and Chronic Conditions Support
- GP Phone Consultations
- Menopause Support
- Physiotherapy and much more

Closing Date: 9am Monday 5th October 2026
Interview Date: TBC

Application packs can be downloaded from the school website www.thornleigh.bolton.sch.uk
Please send completed application forms to hr@thornleigh.bolton.sch.uk

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to complete an enhanced DBS check.

We ask that you accept, in the interests of economy, if you have not heard from us within 3 weeks of the closing date, that you have been unsuccessful on this occasion.

We reserve the right to close the advert early should sufficient, suitable candidate applications be received.

In accordance with Keeping Children Safe in Education 2026, an online search will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the interview process.

JOB DESCRIPTION

School	THORNLEIGH SALESIAN COLLEGE
Job Title	LEARNING SUPPORT ASSISTANT
Grade	GRADE D SCP 6-11
Primary Purpose of the Job	Working as a member of the School's Learning Support Team under the supervision and direction/guidance of the SEN Co-ordinator – working in a variety of ways to ensure that students with additional needs are fully included in the life of the learning community and have equal opportunity to fulfil their potential.
Responsible to	SEN Co-ordinator
Responsible for	n/a
Principal Responsibilities	• To work under the direction/guidance of the SEN Coordinator to support student(s) identified as having additional needs (including those with a Statement of Special Educational Needs). • To assist in the implementation of IEPs and Statements of Special Educational Needs. • To assist with the identification of additional needs within the student population. • To assist subject teachers in creating and maintaining an inclusive environment where all students can achieve their full potential. • To deliver study programmes and mentoring programmes devised by and under the direction/guidance and close supervision of the SEN Coordinator on a 1-1 basis or to small groups. • To assist with Learning Support liaison work with families and external agencies. • To assist with the maintenance of key recording & reporting systems within Learning Support.

MAIN DUTIES	
1.	**Identification**
	- To develop a working knowledge of 'additional needs'. - To assist the SEN Coordinator in identifying additional needs amongst the student population – assisting with assessment procedures and maintaining recording & reporting systems where appropriate.
2.	**In-Class Support**
	- Working under the direction/guidance of the SEN Coordinator and/or a designated subject teacher, to provide in-class support for students with additional needs (including those with a Statement of Special Educational Needs) – in the form of encouraging, prompting, rephrasing instructions, scaffolding / reframing tasks etc. - To identify opportunities for students with additional needs (including those with a Statement of Special Educational Needs) to work independently where appropriate and at such times, to support other students in the classroom as appropriate. - To provide support for the student(s) emotional and social needs by encouraging and modelling positive behaviour in line with the School's Behaviour policy and demonstrating high expectations of work and behaviour.

	- To assist the subject teacher with preparation of the classroom environment for lessons – particularly with any equipment required by students with additional needs (including those with a Statement of Special Educational Needs). - To adapt resources for student(s) with identified difficulties - such as Visual Impairment - under the guidance of the SEN Coordinator and/or a specialist teacher to increase accessibility.
3	**Intervention**
	- To support the student(s) in the development of foundational skills - particularly literacy, numeracy, ICT skills - through delivery of study programmes devised by and under the direction/guidance and close supervision of the SEN Coordinator on a 1-1 basis or to small groups. - To support student(s) in overcoming their difficulties – particularly in relation to concentration, organisational skills, social skills and emotional literacy – through mentoring programmes devised by and under the direction/guidance and close supervision of the SEN Coordinator on a 1-1 basis or to small groups
4	**Liaison**
	- Under the direction / guidance of SEN Coordinator, to work closely with colleagues across the school and any external professional as appropriate to support the implementation of Individual Educational Plan(s) and Statements of Special Educational Needs. - To monitor student(s) progress and report on any achievements, needs or developments during IEP Meetings and Annual Reviews of Statements of SEN. - To assist the student(s) with physical, health & medical needs as appropriate and agreed with the SENCO e.g. liaising with external agencies, undertaking agreed medical procedures following training etc.
5	**Other / Miscellaneous**
	- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. - To assist with the supervision of identified student(s) out of lesson time, as necessary for their safety. - To accompany the student(s) on school visits, trips and out of school activities as required. - To act in a supportive and/or supervisory role during controlled assessments / exams – working in line with school and national guidelines. - To attend relevant meetings and participate in training opportunities and performance development as required. - To undertake any other broadly analogous duties. - To work in keeping with the Salesian ethos of the school.
Date Job Description prepared/updated	September 2026
Job Description prepared by	M Fitzsimons

PERSON SPECIFICATION

Stage One: Disabled Candidates are guaranteed an interview if they meet the essential criteria.

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
1.	**Skills and Knowledge**	
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 demonstrate, lead and motivate a team of staff, ensuring effective communication and deployment	Application Form/Interview
1.4	Ability to contribute to the Learning Support team	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 pupil 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	Ability to support children with physical disabilities (PD) is desired and willingness to take the Moving and Handling training is essential.	Application Form/Interview
1.9	Ability to continually develop and extend own working practices	Application Form/Interview
1.10	Demonstrate the potential to contribute to the School Senior Management Team	Interview
1.11	Excellent personal numeracy and literacy skills	Application Form/Interview
1.12	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
1.13	Understanding of principles of child development, learning styles and independent learning	Application Form/Interview
1.14	Experience of working with children in an educational setting (within specified age range/subject area)	Application Form
1.15	Working knowledge of relevant policies/codes of practice/legislation	Application Form/Interview
1.16	Understanding of statutory frameworks relating to teaching and learning	Application Form/Interview
1.17	Understanding of inclusion, especially within a school setting	Application Form/Interview
1.18	Experience of resources preparation to support learning programmes	Application Form/Interview
1.19	**Effective use of ICT to support learning**	**Application Form/Interview**
1.20	**Customer Care -** 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

1.21	**Valuing Diversity** - 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
1.21	**Developing Self and Others** - 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	Application Form/Interview
2.	**Experience/Qualifications/Training etc**	
2.2	Educated to at least GCSE level in English & Maths	Application Form
2.4	It would be desirable to have a qualification in classroom support or other relevant qualifications.	Application Form

3.	**Work Related Circumstances – Professional Values & Practices**	
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

Date Person Specification prepared/updated	September 2026
Person Specification prepared by	V Hargreaves