



APPLICATION PACK

TEACHING AND LEARNING
ASSISTANT – LEVEL 2 WITH SEN

ST JAMES'S CHURCH OF ENGLAND HIGH SCHOOL



THE **BISHOP FRASER** TRUST
A CHURCH OF ENGLAND MULTI-ACADEMY TRUST



WELCOME

Dear Applicant,

I'm delighted that you are thinking about joining us. The Bishop Fraser Trust is a Multi Academy Trust which was set up on the 1st December 2017. Our family of schools are as follows:

- St James's Church of England High School (11-16)
- Canon Slade School (11-18)
- Bolton St Catherine's Academy (3-16)
- Bury Church of England High School (11-16)
- St Catherine's Church of England Primary, Horwich (3-11)
- Walmsley Church of England Primary School (3-11)
- St Margaret's Church of England Primary, Prestwich (3-11)
- Turton and Edgworth Church of England Methodist Primary (3-11)



At The Bishop Fraser Trust, our vision is to ensure all our communities experience **'LIFE IN ALL ITS FULLNESS'** (JOHN, 10:10).

For our pupils, this means an unwavering commitment to ensuring our pupils attain the outcomes they need to lead a happy life, but also that they have been immersed in a wide range of experiences both within the taught curriculum and through enrichment opportunities. This is so they will leave us knowing how they might best lead a life in its fullness. This also means knowing how to navigate setbacks and harder times.

For our staff, we know they cannot achieve life in its fullness if they are not fulfilled at work. We know our staff have great moral purpose, so for our staff we need to ensure we are providing an environment where they feel great job satisfaction and know that we will invest in their own career pathways, in the same way they are doing so for our children.

For our parents and carers, we know that they cannot live life in their fullness if they feel that their own child is not able to thrive in their school community. To this end, we need to work with all our parents in a partnership to remove any barriers which are hindering their children flourishing. We know our children very well, but the real expert is the parent/carer and we recognise this.

For our communities, we want our mission to reach beyond the school gates and even beyond our family homes. At The Bishop Fraser Trust we believe that we should be adding value to our communities. All our children will engage with community social action while they are with us. This is because we want to ensure that they develop a sense of pride and agency in their community and a sense of civic duty. This will ultimately help develop, sustain and improve our communities.

What this means in practice:

If we are serious about this (and we are), this meant that when deciding on the next set of goals for our strategy, they needed to reflect that personal development of our children was as important to us as their educational outcomes. Therefore, perhaps unusually in such an

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attainment driven system, we have collectively set goals for our schools around enrichment experiences and social action, as well as the value we add to ensuring that our young people will remain in either education, employment or training, long after they leave us. This, we know, will only happen if we have taught our children successfully on how to navigate setbacks through a rich personal development and character education programme.

We are an outward facing Trust and constantly look to learn and collaborate with others. We also have an excellent provision via our Train Teach Lead Partnership (TTLP), which offers excellent CPD and school to school support. Our links with Manchester Diocese, GMLP and the Bolton Learning Partnership continues to be strong.

Our employees are very important to us as we rise or fall by the professionalism and dedication of our staff. As such, I place great importance on continuous professional development for all staff members and have always strived to create a culture where our educators know that if they go the extra mile for our children, we will do the same for them.

Educational attainment is important to me, I want to make sure we are opening all doors for our children. However, as important to me is children's personal development. I firmly believe that character education is a cornerstone in the development of well-rounded, responsible, and empathetic individuals who will go on to make meaningful contributions to our world. In this way we prepare our pupils to lead 'life in all its fullness'.

When recruiting, we always look for people who share these beliefs. If this strikes a chord with you, then we would love to hear from you.

Tuesday Humby

Chief Executive Officer



WELCOME TO ST. JAMES'S CE HIGH SCHOOL!

A WORD FROM HEADTEACHER CATHERINE ANDERSON

Thank you for your interest in our current vacancy here at St James's Church of England High School.

St James's High School is ambitious for every young person and we work to ensure young people grow to be ambitious for themselves. Our whole staff team work hard each day to ensure every student, no matter what their starting point, reaches their full potential. Our current vacancy gives you the opportunity to join us in this mission of working with young people to shape their futures. We really are in the business of changing lives!



Our relentless ambition doesn't stop with the students. If you choose to join our staff team, we will invest in you and give you the opportunity to grow and develop here.

Our church school ethos underpins our success. We have an exceptional pastoral system which supports every student. We also understand the importance of nurturing your staff team. I understand as headteacher that I have a responsibility to make the job both 'doable' and enjoyable. We describe ourselves as a family here at St James's, this means we work together harmoniously, we support each other and we approach our work with good spirits, optimism and good humour.

We were last visited by OFSTED in November 2022. Please read our glowing report (available on our school website) to give you a snapshot of our school. We were graded as 'good' with behaviour and attitudes; personal development as well as leadership and management at the school being described as 'outstanding'.

We are proud members of The Bishop Fraser Trust and by joining our school you are joining a wider family of schools who work together in the best interests of all the young people in our schools. You will find further information about our school and our Trust via our website.

Thank you in advance for your application. Unfortunately, we do not have the capacity to respond to every applicant. If you have not been contacted within 2 weeks of the closing date, please assume your application has been unsuccessful.

I wish you luck with your application.

Catherine Anderson (Headteacher)

WHY WORK FOR THE BISHOP FRASER TRUST?

PERFORMANCE DEVELOPMENT – Touchbase opportunities as part of your working day.

At The Bishop Fraser Trust, we focus on **growth and supporting your professional development**. That's why we've replaced traditional appraisals with a more supportive approach:

No Formal Appraisals – Say goodbye to rigid performance reviews.

Performance Development – Ongoing support to help you succeed, not just a once-a-year check-in.

Touchbase Opportunities – Regular, informal check-ins during your workday to discuss progress, goals, and support needs.

We believe in continuous development and real-time feedback to help you thrive—without the stress of traditional appraisals!

AUTOMATIC PAY PROGRESSION FOR ALL

We believe in recognizing and rewarding your hard work. That's why we offer **automatic pay progression** for all employees, including Teachers. As you grow with us, your reward grows too—without the need for negotiations or uncertainty.

Clear and Fair Growth – Your pay increases automatically at set milestones.

No Unnecessary Hassle – No need to request raises; they're built into your journey.

Commitment to Your Success – We value long-term dedication and make sure it's reflected in your earnings.

Join us and build your future with confidence!

LEADERSHIP DEVELOPMENT OPPORTUNITIES

At The Bishop Fraser Trust, we invest in your future. Our **Leadership Professional Development Programmes** are designed to help you grow, lead, and succeed.

Tailored Leadership Training – Develop the skills to take your career to the next level, with our Into SLT, Aspiring Leaders Programme, Into Deputy and Into Headship programmes.

Real Growth Opportunities – Clear pathways to leadership roles within the company.

Ongoing Support & Mentorship – Learn from experienced leaders and gain valuable insights.

Whether you're aspiring to lead or looking to enhance your leadership skills, we provide the tools and support to help you **reach your full potential!**

EQUALITY, DIVERSITY, AND INCLUSION

Our strategy underscores the importance of **weaving equality, diversity and inclusion** throughout all our work. While we acknowledge that there is more to be done in this area, we are committed to the process of inclusion, and the continuing focus on removing barriers to participation and access, alongside the focus on recruitment and support of a diverse workforce.

Become a more diverse organisation at senior levels - We welcome applications from black and ethnic minority candidates who are currently underrepresented.

We always hire on merit – We welcome discussions around flexible working. We believe in the power of our people and their potential to make a positive impact on the lives of our pupils.

Join us in shaping a brighter future for education, where **everyone is valued and empowered** to succeed!

WELLBEING AND SUPPORT

We understand the **importance of taking care of our employees' wellbeing**. We know that the thing that has the biggest impact on people's wellbeing is their leadership, and with that in mind we are focussed on developing our leadership capability across the trust. In addition, we also offer a range of services that are designed to support your health and wellbeing:

Employee assistance programme - A counselling service and legal helplines, fitness and wellbeing support, to gym and retail discounts for you and your family. We strive to ensure your happiness and health in your role. Additionally, our academies have the freedom to offer workload support tailored to their local preferences, which may vary slightly from one location to another.

Refreshment and re-energisation – We offer generous holiday provisions, parental leave, and flexible working arrangements. Working for TBFT also includes membership of either the Local Government Pension Scheme (LGPS) or Teachers' Pension Scheme (TPS) depending on the role applied for. Our package of support continues to evolve as we refine how we recognise and reward our employees' contributions in various ways.

We recognise the importance of TBFT being a **flexible workplace** and are determined to be creative and to develop our approach further!



ABOUT OUR TRUST

The Bishop Fraser Trust was established in December 2017. We came together to support one another and enhance our schools' communities to enable all of our young people to experience **'LIFE IN ALL ITS FULLNESS'** through an excellent education based on our Christian values.

We are dedicated to the Bolton and Bury areas. All our schools can be reached within 20 mins from our Central Office, which is based at Bolton St Catherine's Academy.

Our strategic growth plan aims to expand our primary sector to around 4 / 5 schools in the next few years and establish the primary trust offer. We would also consider further growth in our secondary sector.

Our vision is: allow all young people to experience **'LIFE IN ALL ITS FULLNESS'** (John 10:10), no matter what their starting point. Our Trustees' work focuses on how we operate as a Christian Trust through our four values of:

WISDOM

COMMUNITY

HOPE

DIGNITY

These values are the basis of all decision making and are woven through each of the schools' personal core values. We work collaboratively at all levels; Executive Team, Strategic Leadership Group, Senior Leader Teams, Departmental Hubs and with our large body of associate support staff. What is clear is that together we are stronger. Our teams now share best practice at all levels, benefitting our young people's education, both academically, spiritually and culturally and their own professional development.

Developing our workforce is so important to us. We have a legacy teaching school which we have retained, the Train Teach Lead Partnership (TTLP), a standalone centre based at St James's CE High School with a Director and Manager to oversee all aspects. The Director of Teaching and Learning works closely with TTLP. Through TTLP, we support the Trust with:

- Support the training and development of new teachers through our Initial Teacher Training Programme and will continue in partnership with local universities. The Trust successfully appoints ITT candidates, who have completed their training through the TTLP.
- NPQs & Apprenticeships.
- SLT, Trustee, Governor, Middle Leader & Support Staff Training.
- School to school support, both in the Trust and the local area, where we have 50+ SLEs registered.

We are approved by the Department of Education as an academy sponsor and are seeking to continue to grow our Trust further.

LIVING AND WORKING IN BOLTON AND BURY

Affordable cost of living: compared to some of the bigger cities in the UK, the cost of living in Bolton and Bury is relatively affordable.

Convenient transportation: Bolton and Bury have transportation links, with easy access to the M60, M61 and M62 motorways and regular train services into Manchester City Centre. Bury has an excellent tram link to Manchester central and two major train stations.



Beautiful green spaces: Bolton and Bury have a range of beautiful parks and green spaces, such as Heaton Park, Jumbles Country Park and Rivington and Moses Gate Country Park. These offer an opportunity to escape from the hustle and bustle of daily life, and enjoy nature walks, picnics, or outdoor activities. The local moorland is exceptional.

Cultural attractions: Both Bury and Bolton are rich in industrial history and have several museums, galleries and historical landmarks that showcase this proud heritage. These include the Bolton Steam Museum, Bury Transport Museum, and the East Lancashire Railway, which is a popular tourist attraction. Bolton has an excellent theatre, The Octagon. Manchester offers a huge array of culture and arts programmes. There is also a plethora of eating places, country pubs and activities. Bolton runs the UK Iron Man competitions in July and there is the Food Festival in August.



Academic institutions: Bolton and Bury are home to a number of Universities, Colleges and other academic institutions, such as the University of Bolton, and Bolton and Bury Colleges. There are great links with universities in the area, such as Manchester University, MMU and Salford.

Job Description

Job Title:	Teaching and Learning Assistant – Level 2 with SEN	Department/Group:	Teaching Staff
Level/Salary Range:	Grade D SCP 6 – 11 Plus, SEN Allowance	Reporting to:	Head of Department
Contract term:	Permanent Term Time plus 3 days	Hours per week:	27.5 hrs
Safer Recruitment Statement:			
The Bishop Fraser Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.			
Vision Statement:			
<i>“To allow all children to experience ‘life in all its fullness’ no matter what their starting point” by:</i>			
<ul style="list-style-type: none"> • Offering a high quality, inclusive and distinctive education • A caring and nurturing environment based on our Christian values • Recognising the unique nature of each child. 			
All staff employed by the Bishop Fraser Trust are required to:			
<ul style="list-style-type: none"> • Uphold and promote the Trust’s vision. • Uphold and promote the Christian ethos of all schools within the Trust. • Support and contribute to the achievement of all students academically and pastorally. • Support and contribute to the Trust’s responsibility for safeguarding all students. • Undertake professional training to enhance personal development and job performance. • Comply with all Trust and individual school policies and procedures, including safeguarding, child protection, health, safety and security, confidentiality and data protection. • Maintain high professional standards of attendance, punctuality, appearance, conduct and positive relationships with all pupils, parents/carers, colleagues, governors, trustees and members, treating everyone with dignity and respect. • Share best practice, expertise and skills with others. 			
Main Objectives of Role:			
<ul style="list-style-type: none"> • To work with and supervise individuals and groups of students under the direction/instruction of teaching and/or senior staff, inclusive of specific individual learning needs, supporting target setting for students and enabling access to learning for all students. • Assisting in managing students’ sometimes significant and challenging behaviour using a range of strategies and techniques. 			
Job Description:			
General Responsibilities:			
To contribute to the ongoing development of a strong, effective school with an emphasis on aspiration and attainment, delivered through strong classroom practice and a fiercely held and demonstrated belief in the role of the academy in developing citizens for the future. All staff will demonstrate those philosophies which characterise effective schools – a commitment to education, to the needs and rights of all students and to the development of the school’s community, with strong, mutually supportive relationships with parents, partner schools and the broader community. The school’s ethos is that of achievement, aspiration, commitment, good citizenship and enjoyment.			

Principal responsibilities:

- To provide support for students (either individually or in groups) for teachers, the curriculum and the school
- To be accountable for the progress in Learning and Behaviour of the students with whom you work.

Support for the student:

- Establish productive working relationships with students, acting as a role model, promoting good relationships between students, setting high expectations.
- Be aware of and respond appropriately to individual student learning and behaviour needs ensuring effective interaction.
- Provide specific support to students dependent upon their individual learning and behaviour needs ensuring their safety whilst supporting access to learning activities.
- Promote positive behaviour and find appropriate strategies that engage students in their learning.
- Promote inclusion and acceptance of all students.
- Encourage students to interact with others and engage in activities led by the teacher.
- Promote self-esteem and independence.
- Provide feedback to students in relation to progress and achievement in learning and behaviour under guidance and direction of the teacher.
- Act as a reader or scribe for designated students in examinations (training will be given).
- If required, be willing to support with intimate care needs of a very small minority of students (training will be provided).

Support for the teacher:

- Assist and advise on display of students' work.
- Provide minimal clerical/administration support (e.g., photocopying, typing, filing, collecting money etc.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- In liaison with the teacher, contribute to and utilise strategies to support students in achieving learning goals.
- Report student achievements, progress and issues as appropriate in agreed format.
- Undertake student record keeping as requested, including supporting the writing and monitoring of IEP and pen portrait targets.
- Administer routine primary tests and invigilate exams as required.
- Promote good student behaviour, dealing promptly with conflict and incidents and encouraging students to take responsibility for their own behaviour in line with established Academy policy.
- Establish constructive relationships with parents/carers.

Support for the curriculum:

- Undertake structured and agreed learning activities / programmes, taking in to account consideration student learning styles and behavioural support needs.
- Undertake literacy/numeracy programmes, recording achievements and progress and providing appropriate reports and feedback for the teacher / senior staff.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use.

Support for the School:

- Attend relevant meetings as required.
- Participate in training and other learning activities as required.
- Within paid working hours, assist with the supervision of students out of directed lesson time.
- Accompany teaching staff and students on visits, trips and out of school activities as required.

All staff at the Bishop Fraser Trust will:

- Seek to be positive and build up the common good through their own individual contribution to the life of their school.
- Offer ideas and suggestions for making things better.
- Engage actively in the appraisal and performance review process.
- Seek to develop a better work/life balance.
- Appreciate that whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified in this job description.
- Work within the Trust and individual school's Health & Safety Policies to ensure a safe working environment for all staff and pupils.
- Follow any reasonable request to undertake work of a similar level that is not specified in this job description.
- Be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- Promote equality and celebrate diversity, seeking to reduce disadvantage, and to encourage aspirations and participation from people who might not otherwise join in.

If appointed, the successful applicant must be aware that the principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required.

This job description is current at the date shown, but following consultation with you, may be changed to reflect or anticipate changes in the job which are commensurate with the salary and job title. It allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out. The above responsibilities are subject to the general duties and responsibilities contained in the statement of conditions of employment.

Last Updated: April 2025

Person Specification

Categories	Essential / Desirable
Professional values and practices of The Bishop Fraser Trust	
Ability to build and maintain successful relationships with students, treat them consistently with respect and consideration and demonstrate concern for their development as learners.	E
Commitment to the Trust's Christian ethos and educational purpose, demonstrating and promoting the positive values, attitudes and behaviour they expect from the students with whom they work.	E
Ability to work collaboratively with colleagues and carry out the role effectively, knowing when to seek help and advice.	E
Able to liaise sensitively and effectively with parents and carers, recognising their role in student learning.	E
Able to improve their own practice through evaluations and discussions with colleagues.	E
Flexible, with an ability to be able to embrace and generate change.	E
Personal Qualities	
Self-motivated and personally resilient.	E
High levels of personal integrity, discretion, honesty, reliability and self-awareness.	E
Conscientious and diligent work ethic.	E
High standard of personal presentation with an excellent attendance and time-keeping record.	E
Exacting standards, with high levels of attention to detail and accuracy.	E
Patience, kindness and understanding.	E
Professional Dispositions	
Pro-active in using initiative.	E
The ability to meet and greet visitors, staff and students warmly, confidently and professionally, focusing on meeting customer needs and satisfaction.	E
Maintains a positive outlook at work.	E
Willingness to take a hands-on approach as necessary.	E
Flexibility, on occasions and within reason, in approach to working hours.	E
Qualifications	
A*-C GCSEs (or equivalent) including English & Maths.	E
A level standard of education or equivalent.	D
NVQ II or equivalent in teaching assistance (or willingness to work towards).	E
Training in special educational needs strategies.	D
An awareness and ability to work within the rules of relevant policies, legislation and good practice relating to schools, particularly Data Protection, Child Protection and Safeguarding.	E
Leadership and Management	
Ability to develop others and motivate staff to drive outcomes for all learners.	D
Evidence of helping to produce development plans.	D
Evidence of improving and sustaining achievement and progress for all.	D
Experience	
Minimum 2 years' experience of working with and/or caring for children within specified age range.	E
Minimum 2 years' experience of working with children within specified age range in an educational setting.	E
Experience of working with children with special educational needs & disabilities.	D

Categories	Essential / Desirable
Experience of working with children with challenging behaviour and implementing effective behaviour management strategies.	D
Experience of resources preparation to support learning programmes.	D
Skills and Knowledge	
Ability to identify, select and employ suitable behaviour management strategies and techniques to meet the needs of individual children.	E
Ability to plan, organise and prioritise effectively.	E
Good personal numeracy and literacy skills.	E
Ability to use technology and appropriate software to enhance learning.	E
Ability to work effectively within a team environment, understanding classroom roles and responsibilities.	E
Confident communicator.	E
General understanding of the national curriculum and other basic learning programmes/techniques.	E
Understanding of safeguarding responsibilities in an educational setting.	E
General awareness of inclusion, especially within a school setting.	E
Working knowledge of relevant policies/codes of practice/legislation.	D
Understanding of principles of child development, learning styles and independent learning.	D
Ability to use management information systems to record safeguarding and behaviour concerns (e.g., CPOMS).	D
Safeguarding of Children and Young People	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	E