



Westhoughton
HIGH SCHOOL

Application Pack

Attendance and EAL/INA Support Worker

Support Staff



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Letter from Westhoughton High School

Dear Potential Colleague,

Thank you for expressing an interest in joining Westhoughton High School. Within this pack you will find information about the school, the job vacancy and the application process. Application processes are two-way, it is just as important that you find out about us, and how we work, as it is that we find out more about you.

We are a large 11-16 school that draws from a diverse catchment area in and around Westhoughton. Our aim is to be truly inclusive and ensure that learning comes first for all our learners – every child, every classroom, every day.

Coming to school here, and working here, means something. If you are thinking of applying for this post it is wise to look at our website and undertake some research on our school. This is the only way that you will really know if we are the right school for you.

I wish you every success with your application and thank you in advance for the interest you have shown in our school community.

Yours faithfully,

Westhoughton High School



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Department Profile

Welcome from Gill Bailey, Business Manager

Support staff are the backbone of our school; they keep the school running both inside and outside of the classroom to benefit teaching and learning and help maximise the experiences of our learners.

Every member of support staff plays a pivotal role in making a difference and we are truly inclusive; all staff are equally valued within our school community, and we all look after each other.

Our support staff team consists of 60 people, forms around 42% of our workforce and is made up of the following teams:

- Administration, Exams, Data & Finance
- Behaviour & Pastoral Support
- Facilities Management
- IT Support
- Learning Cover Supervisors
- Learning Support Assistants
- Student Support Leaders
- Technicians

All our teams work together to ensure the best outcomes for our learners.

If you enjoy working as part of a team and want to play a part in ensuring every child fulfils their potential, you would be a welcome addition to our school community where every day is different!



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Getting to know our school

Community

Our community is central to the work that we do here. Our school badge carries two symbols from our community heritage – a cow's head and the Pretoria Pit wheel. A quick google of our town will tell you the stories that sit beneath these symbols. These symbols were chosen by our learners when the school uniform was redesigned several years ago. The cow's head reminds us to think differently and own our decisions; the pit wheel is a nod to a unique community that have always worked hard and looked after each other.

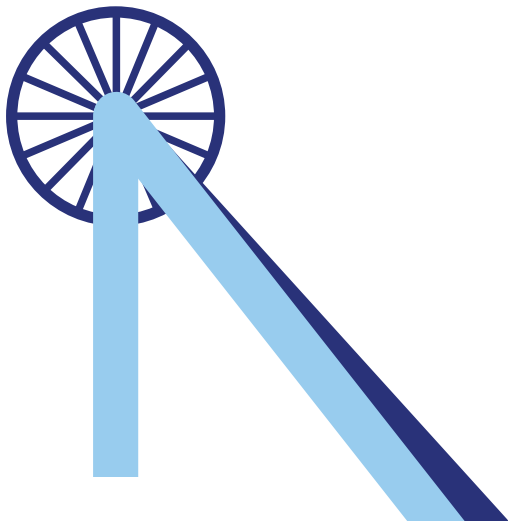
We are incredibly proud of our work within and beyond our school community. If you choose to visit us, you will hear about the work of our Anti-Bullying Ambassadors and our Kindness Army. Our community campaigns "Let's Share Christmas" and "Bring the Spring" are always incredibly successful and are known throughout the town.

Staff Wellbeing

Wellbeing is a central drive to many of our initiatives here at Westhoughton. We invest in staff development through a shorter teaching day each Wednesday. Learners leave the school site at 2:15pm to allow for professional learning of all colleagues in school.

Our staff wellbeing includes:

- An Employee Assistance Programme
- A Health Care Cash Plan
- Secret Santa
- Cover Plus Initiative (leading to time off in lieu)
- Access to support services (counselling)
- Wellbeing Wednesdays (early finish, no CPD)
- Draws for 100% attendance
- Duvet Days for long service





Job Description

Post: Attendance and EAL/INA Support Worker

Hours: 37 hours per week, term time only

Grade/SCP: Grade F, SCP 17-23

Job Purpose: The Attendance and EAL/INA Support Worker forms part of the pastoral support team. The Attendance and EAL/INA support Worker will set and promote high standards of attendance and punctuality through effective liaison with parents/carers.

Responsible to: Deputy Headteacher responsible for Pastoral Care & Inclusion

Responsible for: Taking a lead role within the school to address the punctuality and attendance of all pupils with a specific focus on EAL and INA pupils.

Main Responsibilities: Provide support for the pupil, teacher, curriculum, school and families.

Main Duties:

Support for Pupils

- Take a lead role in managing and delivering pastoral support to pupils.
- Promoting and monitoring of punctuality and attendance, liaising with the ESW, Attendance Administrator, Class teachers, Senior Leadership team and the Head teacher as required across the school.
- Celebrating and rewarding attendance across the school.
- Offering guidance on the operation of legal processes regarding attendance across the whole school, including the issuing of fixed penalty notices to relevant families.
- Encouraging and developing parental contact with the school, especially in those who are hard to reach, and maintaining positive relationships.
- Undertake comprehensive assessments of pupils to determine those in need of particular help.
- Conducting home visits to ensure attendance and monitoring social situations in order to keep a point of contact between school and the wider community, interpreting school procedures to our EAL and INA families and negotiating a speedy return to school for pupils who have had periods of absence.
- Supporting the Head teacher when attending court and when necessary, collating evidence to support Fast Track prosecution or other court processes involving attendance.
- Co-ordinating appropriate mentoring and/or counselling or additional services for pupils as required.
- Attending Community Locality Meetings (involving Police, housing etc.) discussing wider community issues affecting young people in order to share information and work in an integrated way to support EAL and INA families.
- Taking a supporting role on issues of Child Protection, providing the school Safeguarding Team with guidance and advice on completing relevant documentation and referrals.



- Giving support to pupils and families surrounding Child Protection care plans.
- Liaising with the Local Authority and other outside agencies as appropriate to ensure integrated working.
- Liaising with the Head teacher, pupil Support, in relation to the behaviour and welfare of individuals and vulnerable groups of pupils.

Support for Teachers

- Manage liaison with feeder schools and other relevant bodies to gather pupil information.
- Support pupils' access to learning using appropriate strategies, resources, etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.
- Provide objective and accurate feedback and reports as required to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Manage record keeping systems and processes.
- Take a lead role in the development and implementation of appropriate behaviour management strategies.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home-to-school and community links.
- Administrative support, e.g. dealing with correspondence, compilation/analysis/ reporting on attendance, exclusions, etc., making phone calls, etc.

Support for Curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

Support for School

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Attend and participate in regular meetings.
- Contribute to the overall ethos/work/aims of the school.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Be responsible for the provision of out-of-school learning activities within guidelines established by the school.
- Contribute to the identification and execution of appropriate out-of school learning activities which consolidate and extend work carried out in class.
- Establish constructive relationships and communicate with other agencies/ professionals, in liaison with the teacher, to support achievement and progress of pupils.



- Arrange and develop one-to-one mentoring arrangements with pupils and provide support for distressed pupils. Take a lead role in managing the speedy/effective transfer of pupils across phases/integration of those who have been absent.
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance, etc.
- Participate in training and other learning activities as required.

Line Management Responsibilities Where Appropriate

- Liaise between Pastoral Support Team, teaching staff and teaching assistants.
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants.
- Hold regular team meetings with Pastoral Support staff.
- Represent teaching assistants at teaching staff/management/other appropriate meetings.

The post holder may also be required to carry out other duties appropriate to their post, as negotiated with the Deputy Headteacher, Student Support or other senior staff.

Customer Care - To provide quality services in line with customer requirements. To give customers the opportunity to comment or complain if they need to. To work with customers and do what needs to be done to meet their needs. To inform your manager about what customers say in relation to the services delivered.

Promoting equality and diversity - To accept everyone has a right to their distinct identity. To treat everyone with dignity and respect and to ensure that what all our customers tell us is valued by reporting it back into the organisation. To be responsible for promoting and participating in the achievement of the departmental valuing diversity action plan.

Developing Self and Others - To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your personal development plan. To be ready to share learning with others.

Whilst every effort has been made to explain the main duties and responsibilities of the post, you will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description. Depending on the needs of the school, these may be altered from time to time in accordance with the conditions set out in the currently operating School Teachers' Pay and Conditions Document and relevant Governors' Policy Documents.

The school and Governing Body are committed to safer recruitment practice, and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an Enhanced Disclosure and Barring Service check. The school is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.

Bolton Council has a statutory duty under the Civil Contingencies Act to respond in the event of an emergency. If Bolton Council's Emergency Management Plan is activated, you could be required to assist, or assist others, in the continued maintenance and delivery of key council services and of



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support to the community. This could require working outside of routine working hours and could entail working from a place other than your normal place of work.

NB emergencies requiring activation of Bolton Council's Emergency Management Plan only occur very infrequently. If you are asked to respond to an emergency, your personal circumstances at the time will be taken into account.

Job Description reviewed October 2026.

Mrs G Bailey, School Business Manager



Person Specification

Job Title

Behaviour and Attendance Support Worker

Stage One

The minimum essential requirements for the above post are as follows. Please try to show in your application form, how best you meet these requirements. Disabled candidates are guaranteed an interview if they meet the essential criteria.

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
SKILLS AND COMPETENCY		
1.	Ability to plan, monitor, support delivery of teaching and learning activities.	Interview/Application form
2.	Ability to set and promote high standards of attendance and punctuality	Interview
3.	Ability to engage children and young people and increase participation in school activities through appropriate differentiation, taking into account diverse and individual needs of learners	Interview/Application form
4.	Ability to model and demonstrate positive attitudes and behaviours and to utilise a range of activities to practise and reinforce social and emotional skills	Interview
5.	Ability to adapt communication styles to needs and situations, and to establish effective communication processes with teachers, colleagues, parents and carers.	Interview/Application form
6.	Ability to engage parents and carers and maximise their involvement in meeting children's needs in relation to attainment, well-being or personal development	Interview/Application form
7.	Ability to work effectively as part of a team, supporting colleagues and professionals from external agencies	Interview/Application form
8.	Ability to reflect on own performance, agree development needs and evaluate learning achieved, as well as plan and evaluate improvement of knowledge in area of expertise	Interview/Application form
9.	Ability to reflect pupils' age and developmental needs in selecting and supporting planning and the design of teaching strategies and materials and review materials according to progress	Interview/Application form
10.	Ability to provide appropriate/graduated methods of support for children and young people with SEN	Interview/Application form



11.	Ability to provide clear and constructive feedback	Interview/Application form
12.	Ability to take action to ensure safe and proper use of resources and to intervene where necessary to ensure safe learning	Interview
13.	Ability to analyse and present data to a range of audiences	Interview
14.	Ability to provide training for all staff in matters of EAL and INA	Interview

Knowledge/Experience/Qualifications/Training etc.		
1.	Understanding of key factors affecting children and young people's learning and progress	Interview/Application form
2.	Have sufficient understanding of area of expertise to support the development, learning and progress of children and young people	Interview/Application form
3.	Knowledge of how to use ICT to support professional activities	Application form
4.	Knowledge of how statutory and non-statutory frameworks and the school curriculum relates to the age and ability ranges of the learners being supported	Interview/Application form
5.	Understanding of the main features of the SEN Code of Practice and current disabilities legislation to support learners in accessing the curriculum	Interview/Application form
6.	Knowledge and understanding of how frameworks that support the development and well-being of children and young people impact on practice, including safeguarding, Child Protection and Health & Safety	Interview/Application form
7.	Knowledge and understanding of national benchmarks for achievement and links to planning of work.	Interview/Application form
8.	Knowledge and understanding of how engagement and interest in learning can be maximised.	Interview/Application form
9.	Knowledge and understanding of strategies to monitor learner progress and of the range of records used for learners	Interview
10.	Relevant experience of working with children in an educational setting (within specified age range/subject area)	Interview/Application form
11.	Holder of an NVQ Level 3, BTEC Level 3 or equivalent in Teaching Assistant or Supporting Teaching and Learning, or holder of, willing to work towards or working towards the higher-level teaching assistant accreditation	Application form



12.	Willingness to engage in relevant development opportunities including working towards higher-level teaching assistant accreditation if not yet achieved	Interview/Application form
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Work Related Circumstances		
	Bolton Council is a Smoke-free Employer	Interview
	The nature and demands of the postholder's time are not always predictable and there will be an expectation that work will be required outside normal hours from time to time	Interview

STAGE TWO Will only be used in the event of a large number of applicants meeting the minimum essential requirements

ADDITIONAL REQUIREMENTS		METHOD OF ASSESSMENT
Skills and Competency		
1.	Ability to use area(s) of expertise to lead and advance learning	Interview
2.	Ability to use ICT to engage learners, including selecting appropriate tools and sources of information	Interview/Application form
3.	Ability to draw on area of expertise to impact on the learning of a whole class	Interview

Knowledge/Experience/Qualifications/Training, etc.		
1.	Knowledge and understanding of strategies to support learners with English as an Additional Language	Interview/Application form
2.	Knowledge and understanding of how to support children newly arrived in the UK	Interview
3.	Knowledge and understanding of how to carry out risk assessments with regards to relevant learning activities	Interview
4.	Knowledge and understanding of how to direct the work of other adults to support learning	Interview/Application form

Note to Applicants: Please try to show in your application form, how best you meet these requirements

Version Control

Person Specification prepared by: G Bailey, School Business Manager (October 2026)



Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

Developing Self and Others - Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

Civil Contingencies - Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

Equality and Diversity - Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer's race, religion, gender, sexuality, disability or age.

Customer Care - The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

Health and Safety - Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

Data Protection and Confidentiality - Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

Fluency Duty - Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

Working Hours - The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

Safeguarding - This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.



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Application Process

Please download, complete and return the application form by the closing date specified. Candidates are asked to complete all the relevant sections of the application form and to submit a supporting statement, addressing the criteria listed on the person specification. This should be no longer than 2 sides of A4 paper. You may include examples from previous paid, unpaid or voluntary experience. CVs will not be accepted.

Please ensure that you provide a current email address and contact number with your application to ensure that we can get in touch with you. The completed application form should be emailed to: info@westhoughton-high.org or posted to:

Miss A Hodson, PA to the Headteacher,
Westhoughton High School, Bolton Road, Westhoughton, Bolton, BL5 3DN

For further details, please contact the school office on 01942 814122 or for additional information about the school please visit the website www.westhoughton-high.org.

Whilst every effort has been made to explain the main duties and responsibilities of the post, you will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description. Depending on the needs of the school, these may be altered from time to time in accordance with the conditions set out in the currently operating School Teachers' Pay and Conditions Document and relevant Governors' Policy Documents.

Background Checks and Safeguarding Students

Westhoughton High School is committed to safer recruitment practice, and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an Enhanced Disclosure and Barring Service check, medical clearance, satisfactory references, qualification checks and eligibility to work checks under the Asylum and Immigration Act.

The school is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.

Thank you for considering Westhoughton High School and we look forward to receiving your application.

