Bolton impact trust
Believe Inspire Transform

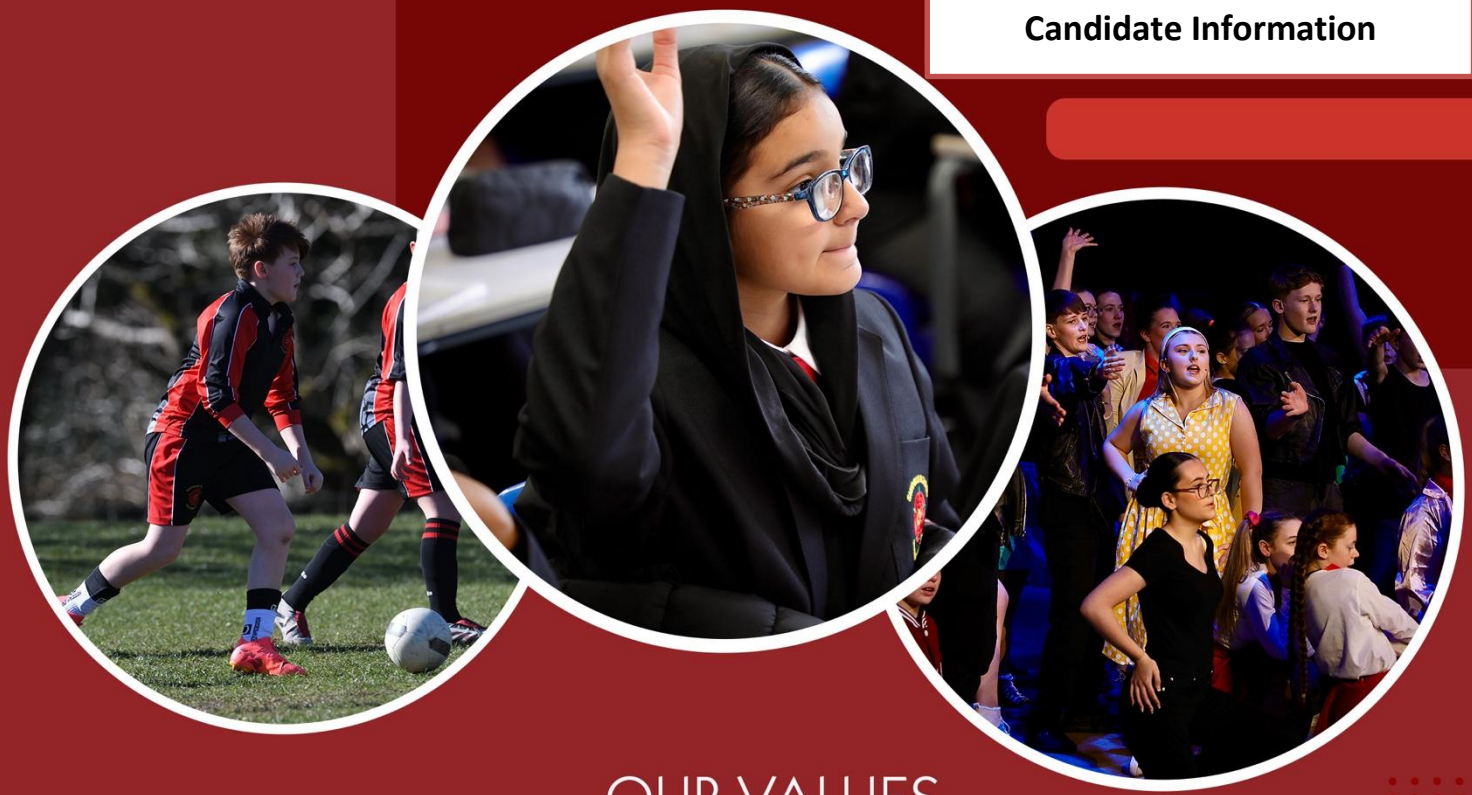
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SMITHILLS SCHOOL

SUCCESS FOR ALL

Teaching Assistant Level 2 SEND
Candidate Information



OUR VALUES

NURTURING INDEPENDENCE

BUILDING COMMUNITY

ACHIEVING EXCELLENCE

SMITHILLS SCHOOL
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Welcome to Smithills School

Thank you for expressing an interest in the position of: Teaching Assistant Level 2 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.

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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 Monday 23rd November 2026

Interview date: TBC

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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 2 SEND
Salary Scale	Grade D Points 6 to 11 £26,846 to £29,070 Pro Rata Actual salary £17,677 to £19,397
Contract	Permanent 28 hrs 45 mins per week, Term Time Only Plus 5 Days
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 implement individualised support strategies and SEND programmes. The role will include supporting learning in mainstream classrooms, delivering small-group interventions, monitoring and recording pupil progress, supporting positive behaviour and contributing to an inclusive and safe learning environment. The postholder will contribute to the wider life and development of the school by supporting the school's values, policies and improvement priorities, participating in professional development and working collaboratively as a member of the wider school team.

Post-Specific Responsibilities

Support for Pupils

- Develop positive, professional relationships with pupils, acting as a positive role model and maintaining high expectations.
- Provide tailored support for pupils with SEND, using individual learning plans, passports, performance indicators and advice from relevant professionals.
- Promote inclusion and ensure pupils are supported to access learning and participate fully in school and extracurricular activities.
- Promote pupils' confidence, self-esteem, self-regulation, independence and positive relationships with others.
- Adapt approaches, resources and activities to meet individual pupils' needs, abilities, interests, language, cultural backgrounds and learning styles.
- Deliver planned small-group learning activities, interventions and SEND programmes under the direction of teaching and senior staff.
- Promote positive behaviour and apply the school's behaviour framework consistently, encouraging self-control, independence and positive choices.

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Teaching, Learning and Curriculum

- Work collaboratively with teachers and relevant staff to support effective teaching, learning and improved outcomes for pupils with SEND.
- Contribute to lesson planning, learning activities, success criteria and the preparation of appropriate teaching and learning resources.
- Plan and deliver learning activities within agreed systems of supervision, adapting provision in response to pupils' individual needs and progress.
- Support alternative learning opportunities and specialist SEND programmes, including strategies recommended by external professionals.
- Use ICT and specialist resources effectively to support learning, communication and pupil independence.
- Contribute to the development, implementation and review of individual learning plans and pupil passports.

Assessment, Monitoring and Reporting

- Monitor and evaluate pupil responses to learning through observation, assessment and agreed recording systems.
- Use assessment information and pupil data to inform interventions and support the school's **plan, assess, do, review** approach.
- Provide accurate and objective feedback to teachers and the SENCo on pupil progress, achievement, behaviour and areas for development.
- Maintain accurate, up-to-date records of pupil achievement, progress, interventions and support.
- Administer and assess tests, record outcomes accurately, and support examination access arrangements and invigilation when required.

Safeguarding, Welfare and Professional Practice

- Promote the welfare, safety, dignity and inclusion of all pupils and maintain appropriate professional boundaries.
- Comply with school policies and procedures relating to safeguarding, child protection, health and safety, confidentiality and data protection, reporting concerns appropriately.
- Support pupils on educational visits, trips, extracurricular activities, home visits and other supervisory duties as required.

Teamwork and Wider School Contribution

- Work effectively with teachers, the SENCo, support staff, parents/carers and external professionals to coordinate appropriate pupil support.
- Participate in meetings, training and professional development, sharing effective practice and specialist knowledge where appropriate.
- Contribute positively to the school's values, priorities, improvement plans and wider development, undertaking other reasonable duties commensurate with the level and nature of the post

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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 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	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.	Application & Interview Application & Interview Application & Interview

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Leadership and Management Skills		
Ability to work effectively within a team environment, understanding classroom roles and responsibilities. Ability to work within a team of staff, ensuring effective communication and deployment Able to work collaboratively with colleagues, knowing when to seek help and advice Able to explain tasks simply and clearly and foster independence; Able to supervise children, and adhere to defined school policies Can accept and respond to authority and supervision Can work with guidance, but under limited supervision Demonstrates good organisational skills.	Demonstrate the potential to contribute to the departmental team Able to assist children on an individual basis, in small group and whole class work Demonstrates the ability to monitor, record and make basic assessments about individual progress Can suggest alternative ways of helping children if they are unable to understand Able to identify gaps in their own experience that they need help in filling	Application & Interview Application & Interview Application & Interview Application & Interview Application & Interview Application & Interview Application & Interview Application & Interview
Personal Qualities		
Ability to build effective working relationships with all pupils and colleagues Acknowledges the need to maintain confidentiality and have an awareness of school policies on confidentiality and the management and sharing of information High expectations of all Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners Demonstrate and promote the positive values, attitudes and behaviour expected from the pupils they work with Able to liaise sensitively and effectively with parents and carers, recognising their role in pupil learning	Ability to adapt own approach in accordance with pupils' needs	Application & Interview Application & Interview Application & Interview Application & Interview Application & Interview Application & Interview

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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