



SMITHILLS SCHOOL

SUCCESS FOR ALL

Teaching Assistant Level 3
INA/EAL
Candidate Information



OUR VALUES





Welcome to Smithills School

Thank you for expressing an interest in the position of: INA/EAL Teaching Assistant Level 3. 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: 12pm on Monday 5th October 2026

Interview date: W/C 12th 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 - INA/EAL
Job Title	Teaching Assistant Level 3 INA/EAL
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	EAL HLTA/EAL Coordinator Supporting INA/EAL Pupils

MAIN RESPONSIBILITIES OF THE POST

Provide tailored learning, care, guidance and support to pupils, with particular emphasis on pupils who are International New Arrivals (INA) and those who have English as an Additional Language (EAL), enabling them to acquire English, access the curriculum, make progress and develop confidence, independence and positive relationships. The postholder will work closely with teachers, the EAL Coordinator, other school staff, families and external professionals to plan, deliver and evaluate individualised support strategies and INA Intervention 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 INA/EAL pupils. 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 EAL Coordinator, participating in and cascading professional development, and working collaboratively as an experienced member of the wider school team.

Post-Specific Responsibilities

Support for students:

- Develop and implement language acquisition programmes to meet the needs of groups of INA/EAL pupils including a synthetic phonics programme.
- To support language acquisition and access to the curriculum in mainstream classes.
- To teach one to one or small withdrawal groups delivering intervention to meet the needs of pupils e.g. Phonics, preparing pupils for ESOL, GCSE, Step Up and vocational qualifications.
- Support pupils in acquiring the grammar skills to aid their comprehension of the English language for a smooth transition to a full time mainstream curriculum.
- Support pupils in acquiring the key terminology for subject specific skills.
- Support pupils to access the curriculum through scaffolding and/or differentiating classwork with teacher support.
- Help to keep pupils safe, including maintaining a safe environment, and supporting safeguarding.
- Encourage pupils' positive behaviour.



- Contribute to positive relationships with pupils and adults through communication and interaction, e.g. working with the pastoral team, meeting parents, and translating to meet pupils' needs.
- Provide effective support for colleagues and offer training to staff where needed to meet the needs of INA/EAL pupils.
- Support the use of ICT for teaching and learning.
- To maintain up to date assessment information to track pupil progress, to share this with relevant staff for pupils to be integrated within mainstream school.
- To undertake relevant CPD.

SCHOOL CULTURE

- To support the school's vision and values by contributing to the development and implementation of policies, practices and procedures.
- To help create a strong community, characterised by consistent, orderly behaviour and caring, respectful relationships.
- To be alert and active on issues relating to pupil welfare and child protection.
- To support and work in collaboration with colleagues and other professionals in and beyond the school.

SUBSIDIARY RESPONSIBILITIES

- Create and produce displays.
- Escort and supervise pupils on educational visits and out of school activities.
- To undertake the role of a keyworker.
- To undertake administrative tasks associated with the role.
- Contribute to monitoring and maintaining curriculum resources to meet pupil needs.
- Invigilate tests and examinations and support access arrangements.

SUPPORT FOR THE SCHOOL

- Be aware of and comply with school policies and procedures relating to 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.
- Attend relevant meetings as required.
- Participate in training and other learning activities as required.
- Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate and within working hours.

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 INA/EAL pupils 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 Experience of supporting EAL pupils, using language passports and strategies recommended by external professionals	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 used with students who may have experienced trauma. Understanding of the graduated approach to INA/EAL support (assess, plan, do, review) and how to apply it in practice	Application & Interview Application & Interview Application & Interview Application & Interview

A secure working knowledge of relevant school policies, procedures and statutory frameworks relating to safeguarding		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 EAL Coordinator	Application & Interview
Contributes effectively to a departmental and whole school team, with the 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 EAL Coordinator, where appropriate	Application & Interview
Able to work collaboratively with colleagues, knowing when to seek help and advice	Able to share specialist knowledge and effective practice with colleagues, including through training or departmental meetings	Application & Interview
Able to explain tasks simply and clearly and foster independence		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	Ability to speak a language other than English.	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