



Westhoughton
HIGH SCHOOL

Application Pack

HLTA (Learning Support Assistant, Level 4)
Support Staff

Letter from the Headteacher

Dear Potential Colleague,

Thank you for expressing an interest in joining Westhoughton High School. Within this pack you will find information about the school, 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. Everyone who works here shows commitment to our LEARN values – they are not just words on a website or flying on flags at the front of our school. They are our daily mantra for what we do, and how we do it.

- Look after each other
- Enjoy school
- Aim High
- Respect one another, ourselves and our community
- Never stop learning

When I arrived for interview to be Headteacher I could feel the sense of community and belonging as I walked down the drive. 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, but more than that, I urge you to come and visit us. 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,



Mr N S Coe
Headteacher

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, 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

LEARN values

Our LEARN values are our daily mantra. We are by no means perfect but work hard every day to exemplify what our values mean to our school community and how they support our learning.



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

“Never Stop Learning” applies to staff and learners alike. 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 Buddy Society & Secret Santa
- Cover Plus Initiative (leading to time off in lieu)
- Access to support services (counselling)
- Wellbeing Wednesdays (early finish, no CPD)
- Late Start / Early Dart draw for 100% termly attendance
- Duvet Days for long service

Ofsted

We were last inspected on 10th and 11th May 2023, the outcomes for each category of the inspection matched with our self-evaluation. Safeguarding was highlighted as a particular strength of the school. We are pleased to see that the report included recognition that most of our students enjoy coming to school, feel safe and engage well with the curriculum. Inspectors were impressed by the personal development of our young people and their contribution to the wider community. The expertise of the staff body, and their subject knowledge also stood out.

There is much in the report that learners, staff, governors and parents should be justifiably proud of. The report includes the following highlights:

Ofsted said:

- Pupils work hard to support their local community.
- Leaders have ensured that pupils have a broad choice of subjects to study.
- Leaders provide pupils with appropriate support and guidance, so that they choose subjects that match their talents.
- Leaders have high expectations for pupils’ achievement.
- The curriculums that underpin pupils’ personal development have been carefully designed.
- Pupils involve themselves with extra-curricular clubs and enjoy the range of activities on offer.
- The school’s Safeguarding Team offers effective support to help pupils to stay safe in school and to support their varied needs.



School Improvement

We are proud of improvements made to the curriculum, teaching and behaviour since our last inspection. Last academic year (2023-24) we worked on “Routines, Relationships & Reading”. This has been the bedrock for our improvement work.

This year (2024-25) we continue to embed “the three R’s” and have also commenced work on “Attend, Adapt, Assess”. This year there is a focus on ensuring that the classroom environment is welcoming and inclusive for all, provides learners with activities and strategies to meet their individual learning needs and includes strong formative assessment that enables teachers to know that everyone understands and is learning well. Keeping school improvement clear and streamlined is part of our staff wellbeing strategy.



A final word from Phomolo and Ellis

It is our pleasure to give you a glimpse into what makes our school such a special place. At Westhoughton High, we pride ourselves in fostering a respectful and welcoming environment which is apparent from the moment you walk down our drive. As learners, we are encouraged to not only immerse ourselves in the school community, but also in the wider community. The charity campaigns are not only teacher led, but student led too. We have firsthand experience of this through ‘Lets Share Christmas’ and ‘Bring the Spring’ last year. This is one of our many favourite experiences at this school, because we love giving back to our community and building trust in the area that we live.

Collectively, we know the importance of creating strong relationships with staff and understand it is an essential part to succeeding in high school. The teachers at our school are genuine, easily accessible and are always willing to help.

LEARN is the forefront motto here at Westhoughton High School, which Mr. Coe ensures we do not forget! But if you ask us, every student: *‘Looks after each other’; ‘Enjoys our school’; ‘Aims high’; ‘Respects our school community’* and most importantly *‘Never stops learning’!*

Phomolo & Ellis, Head Girl & Head Boy



Job Description

Post: Teaching Assistant – Learning Support Assistant, Level 4
Responsible to: Headteacher, Deputy Headteacher & SENCo
Principal Responsibilities: To contribute to the development and wellbeing of children and young people

Job Purpose:

To support the development, learning and progress of children and young people
 To take responsibility for individuals, small groups or whole classes when the teacher is not present
 To use area(s) of expertise and knowledge to advance learning

Main Duties	
1.	Have high expectations of children and young people with a commitment to helping them fulfil their potential through planning, monitoring and delivering teaching and learning activities
2.	Establish fair, respectful, trusting, supportive and constructive relationships with children and young people
3.	Help to keep children safe, including maintaining a safe environment, dealing with accidents, supporting safeguarding
4.	Demonstrate the positive values, attitudes and behaviour expected from children and young people
5.	Communicate effectively and sensitively with children, young people, colleagues, parents and carers
6.	Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people
7.	Demonstrate a commitment to collaborative and cooperative working with colleagues
8.	Improve own knowledge and practice including responding to advice and feedback
9.	Contribute to effective personalised provision by taking practical account of diversity
10.	Use area(s) of expertise to contribute to the planning and preparation of learning activities, including own role in learning activities
11.	Plan and prepare for lessons that you will deliver, with the appropriate planning time provided
12.	Devise clearly structured activities that interest and motivate learners and advance their learning
13.	Plan how the inclusion of children and young people in learning activities will be supported
14.	Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities
15.	Monitor learners' responses to activities and modify the approach accordingly
16.	Monitor learners' progress in order to provide focused support and feedback
17.	Support the evaluation of learners' progress using a range of assessment techniques
18.	Contribute to maintaining and analysing records of learners' progress
19.	Use effective strategies to promote positive behaviour
20.	Recognise and respond appropriately to situations that challenge equality of opportunity

Main Duties

21.	Use ICT skills to advance learning
22.	Advance learning when working with individuals, small groups, and whole classes without the presence of the assigned teacher
23.	Organise and manage learning activities in ways which keep learners safe
24.	Direct the work, where relevant, of other adults in support learning

Additional people management and development duties as appropriate

25.	Develop and maintain working relationships with other practitioners
26.	Provide leadership for your team
27.	Allocate and check work in your team
28.	Lead and motivate volunteers
29.	Provide learning opportunities for colleagues
30.	Support learners by mentoring in the workplace

Customer Care - To provide quality services that are what our customers want and need. 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.

Develop oneself 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

Valuing 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.

This job description will be reviewed annually and may be amended at any time following consultation with the Headteacher.

The 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. 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 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. The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Date Job Description prepared/updated: Gillian Bailey
Job Description prepared June 2025

Person Specification

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.

Skills and Knowledge		Method of Assessment
1.	Ability to plan, monitor, support delivery and deliver teaching and learning activities.	Application Form / Interview
2.	Ability to set and promote high standards of behaviour and handle potentially difficult situations	Application Form / Interview
3.	Ability to engage children and young people and increase participation in activities through appropriate differentiation, taking into account diverse and individual needs of learners	Application Form / Interview
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	Application Form / Interview
5.	Ability to adapt communication styles to needs and situations, and to establish effective communication processes with teachers, colleagues, parents and carers.	Application Form / Interview
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	Application Form / Interview
7.	Ability to work effectively as part of a team, supporting colleagues and professionals from external agencies	Application Form / Interview
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	Application Form / Interview
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	Application Form / Interview
10.	Ability to provide appropriate/graduated methods of support for children and young people with SEN	Application Form / Interview
11.	Ability to provide clear and constructive feedback	Application Form / Interview
12.	Ability to take action to ensure safe and proper use of resources and to intervene where necessary to ensure safe learning	Application Form / Interview
13.	Excellent numeracy and literacy skills	Application Form / Interview
14.	Understanding of key factors affecting children and young people's learning and progress	Application Form / Interview
15.	Have sufficient understanding of area of expertise to support the development, learning and progress of children and young people	Application Form / Interview
16.	Knowledge of how to use ICT to support professional activities	Application Form / Interview

Skills and Knowledge		Method of Assessment
17.	Knowledge of how statutory and non-statutory frameworks and the school curriculum relates to the age and ability ranges of the learners being supported	Application Form / Interview
18.	Understanding of the main features of the SEN Code of Practice and current disabilities legislation to support learners in accessing the curriculum	Application Form / Interview
19.	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	Application Form / Interview
20.	Awareness of safeguarding principles and safe working practices	Application Form / Interview
21.	Displays commitment to the protection and safeguarding of children and young people.	Application Form / Interview
22.	Knowledge and understanding of national benchmarks for achievement and links to planning of work.	Application Form / Interview
23.	Knowledge and understanding of how engagement and interest in learning can be maximised.	Application Form / Interview
24.	Knowledge and experience of the practical application of the numeracy and literacy strategies	Application Form / Interview
25.	Knowledge and understanding of strategies to monitor learner progress and of the range of records used for learners	Application Form / Interview
26.	Knowledge and understanding of strategies to monitor learner progress and of the range of records used for learners	Application Form / Interview
27.	Competencies Please note the school's competencies, which are considered to be essential for all roles, are in the attached Core Competencies document.	Interview

Experience, Qualifications and Training		Method of Assessment
1.	Relevant experience of working with children in an educational setting (within specified age range/subject area)	Application Form / Interview
2.	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 / Certificate
3.	Holder of GCSE Mathematics and English qualification Grades A-C or 9-4 or the equivalent	Application Form / Certificate
4.	Willingness to engage in relevant development opportunities including working towards higher-level teaching assistant accreditation if not yet achieved	Application Form / Interview



Work Related Circumstances		Method of Assessment
1.	To attend staff training days, twilight training sessions and relevant out of hours training and events.	Interview
2.	This post is subject to an enhanced disclosure and a barred list check from the Disclosure and Barring Service.	Application Form / Certificate

Stage Two

This will only be used in the event of a large number of applicants meeting the minimum essential requirements. Please try to show in your application form, how best you meet these requirements.

Skills and Knowledge		Method of Assessment
1.	Ability to use area(s) of expertise to lead and advance learning	Application Form / Interview
2.	Ability to use ICT to engage learners, including selecting appropriate tools and sources of information	Application Form / Interview
3.	Ability to draw on area of expertise to impact on the learning of a whole class	Application Form / Interview
4.	Knowledge and understanding of strategies to support learners with English as an Additional Language	Application Form / Interview
5.	Knowledge and understanding of how to support children newly arrived in the UK	Application Form / Interview
6.	Knowledge and understanding of how to carry out risk assessments with regards to relevant learning activities	Application Form / Interview
7.	Knowledge and understanding of how to direct the work of other adults to support learning	Application Form / Interview

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

Date Person Specification prepared/updated: Gillian Bailey

Person Specification prepared June 2025

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.

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: WHSOffice@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.

