THORNLEIGH SALESIAN COLLEGE

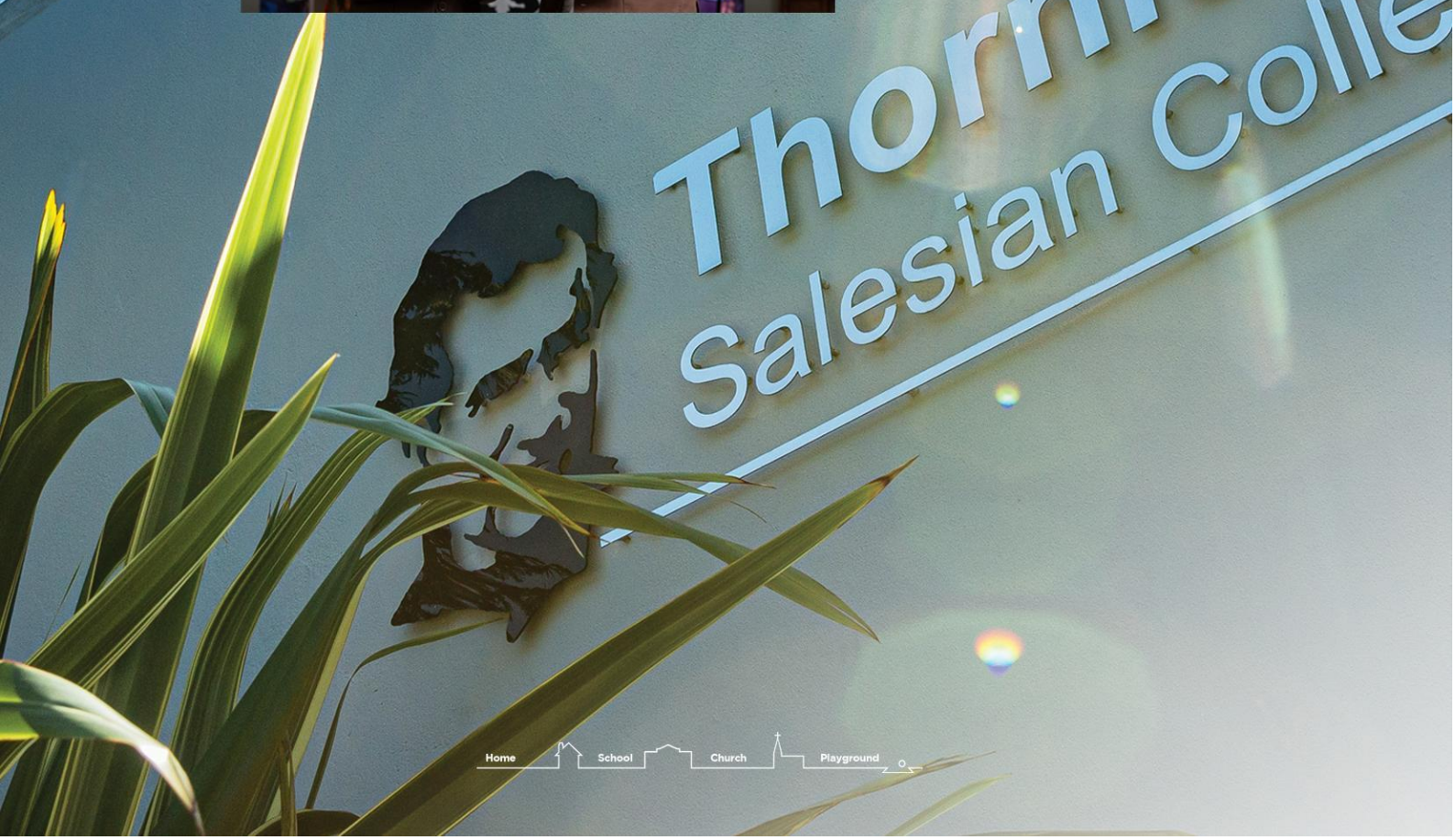
JOB VACANCY PACK

English HLTA

Sharples Park, Bolton BL1 6PQ
Tel: 01204 301 351
contact@thornleigh.bolton.sch.uk
www.thornleigh.bolton.sch.uk

MISSION STATEMENT

THORNLEIGH SALESIAN COLLEGE IS A COMMUNITY ROOTED IN FAITH IN JESUS, WHERE ALL ARE VALUED, LOVED AND CHERISHED SO THEY CAN ASPIRE FOR ACADEMIC EXCELLENCE IN AN ATMOSPHERE OF COMPASSION AND FORGIVENESS WHICH SEEKS TO REACH OUT IN SERVICE AND GRATITUDE.



THANK YOU FOR YOUR INTEREST IN JOINING THORNLEIGH SALESIAN COLLEGE.

This is an exciting opportunity to become part of our thriving and successful 11-18 Roman Catholic School.

Guided by the Salesian ethos of Don Bosco, we are a community that values every individual, fostering an environment of kindness, respect and ambition. Our shared mission is to inspire and support every young person to achieve their full potential.

As a highly regarded and oversubscribed school in both the local community and the Diocese of Salford, we are proud to deliver excellence in all that we do. Ofsted has praised our school as a place where students feel safe, supported and inspired. They highlighted that:

"Pupils and students in the Sixth Form benefit from high quality pastoral care. They enjoy positive relationships with staff. The school is a calm place. Pupils work purposefully. Behaviour is well managed by staff."

Relationships are at the heart of everything we do at Thornleigh. Students and staff alike benefit from a strong sense of community and shared purpose.

Our students frequently tell us that 'the best thing about their school is their teachers' and we are committed to ensuring that staff feel equally valued and supported.

We believe in investing in our staff. From excellent professional development opportunities to a strong focus on staff well-being, we are dedicated to helping you thrive in your career. At Thornleigh Salesian College, you will find a supportive, ambitious and caring environment where you can make a real difference to the lives of young people.

If you are passionate about education, driven to make a difference and excited by the opportunity to join a school with a clear mission and strong sense of community, we would love to hear from you.

Please don't hesitate to get in touch if you have any questions or would like to discuss this opportunity further.

We look forward to welcoming you to our school.

Mike Fitzsimons
Headteacher

"PUPILS CLEARLY DISPLAY THE SALESIAN VALUES.

OFSTED 2024

SCHOOL POLICIES AND IMPORTANT READING

Please scan the QR Codes below:

SAFEGUARDING & CHILD PROTECTION POLICY

KEEPING CHILDREN SAFE IN EDUCATION

Thornleigh Salesian College

Job Vacancy

English HLTA

Grade F SCP 17 (£32,046 - £35,570)
Pro rata'd salary (£27,441 - £30,458)
Term time plus 5 days
12 months fixed term contract
37 hours per week
Required as soon as possible

The Governors wish to appoint a Higher Level Teaching Assistant to work within the English department to facilitate inclusion of students with SEN, under the direction of SEN Co-ordinator and Senior Leadership of the school. The successful candidate will work in a variety of ways to ensure that students with additional needs are fully included in the life of the learning community and have equal opportunity to fulfil their potential.

Previous experience of working with young people would be an advantage.

We can offer you:

- The opportunity of working in a well-resourced, innovative and supportive department.
- Excellent professional development opportunities
- A supportive and generous well-being offer
    - Supportive staff wellbeing team who host a staff briefing every Friday morning whereby breakfast is provided for all.
    - Recognition and reward for the weekly nominated staff member of the week
    - Frequent staff surveys and SLT focus groups
    - A supportive and comprehensive CPD package
    - A new starter induction programme and coffee morning
    - Quarterly well-being coffee and cake support groups

Staff also have access to the Schools Advisory Wellbeing Package which have a wide range of complementary wellbeing services and can offer support as follows:-

- Unlimited Counselling
- Cancer and Chronic Conditions Support
- GP Phone Consultations
- Menopause Support
- Physiotherapy and much more

Closing Date: 9am Monday 5th October 2026
Interview Date: TBC

Application packs can be downloaded from the school website www.thornleigh.bolton.sch.uk
Please send completed application forms to hr@thornleigh.bolton.sch.uk

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to complete an enhanced DBS check.

We ask that you accept, in the interests of economy, if you have not heard from us within 3 weeks of the closing date, that you have been unsuccessful on this occasion.

We reserve the right to close the advert early should sufficient, suitable candidate applications be received.

In accordance with Keeping Children Safe in Education 2026, an online search will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the interview process.

JOB DESCRIPTION

School	THORNLEIGH SALESIAN COLLEGE
Job Title	TEACHING ASSISTANT LEVEL 4 –ENGLISH HLTA
Post Holder	
Grade	GRADE F
Primary Purpose of the Job	To work within the English and Inclusion Departments to facilitate inclusion of students with SEN. To contribute to teacher lesson plans, delivery and assessment, enabling access to learning for all EHCP students and providing support in classroom management and behaviour techniques. To plan and deliver targeted interventions and supervise individuals and groups of students under the direction / instruction of subject leaders and subject teachers. To liaise with the SENCO on agreed intervention strategies for students with additional needs. To support the English Department on the management of information / data on students with additional needs to inform appropriate action. To support the English Department with relevant administration tasks. To support the maintenance of the learning environment to ensure it is conducive to learning.
Responsible to	SEN Coordinator / Subject Leader
Principal Responsibilities	Provide support for EHCP students, teachers, curriculum and the school.

MAIN DUTIES	
1.	**Support for the Student** **(in conjunction with the teacher or outside professionals/agencies)**
	Assess the needs of students and use detailed knowledge and specialist skill to support student learning.
	Develop and implement individual Personalised Support Strategies.
	Monitor EHCP students' progress and provide feedback to students in relation to progress and achievement.
	Establish productive working relationships with all students, acting as a role model and setting high expectations.
	Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure.
	Encourage students to interact with others and engage in activities led by the teacher.
	Provide consistent support to all EHCP students, responding appropriately to individual student needs.
	Promote inclusion and acceptance of all students.
2.	**Support for the Teacher**
	Production of adapted resources, differentiated homework, rewards and consequence systems.
	Effectively contribute to the selection and preparation of teaching resources that meet with the diversity of EHCP students' needs and interests.

	Use teaching and learning objectives to plan challenging targets and to evaluate and adjust lesson / work plans as appropriate within agreed systems of supervision.
	Monitor and evaluate EHCP students' responses to learning activities through observation and planned recording of achievement against pre-determined EHCP outcomes.
	Provide objective and accurate feedback and reports as required to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
	Be responsible for keeping and up keeping records in agreed format with the teacher, contributing to EHCP reviews annually.
	Administer and adapt tests to meet the needs of EHCP students. Accurately record achievement/progress of EHCP students. Invigilate and provide access arrangements for EHCP students.
	Develop a differentiated rewards and consequence system to meet the needs of the EHCP students in your department, anticipate and manage student behaviour constructively by using solution focused approaches and developing student emotional intelligence.
3.	**Support for the Curriculum area**
	Differentiate and create bespoke resources according to individual needs within agreed systems of supervision.
	Use ICT effectively in learning activities, the preparation of resources and to develop students' competence and independence in its use.
	Assist students to access learning activities through specialist support in specific curriculum area.
	Select and prepare required resources to lead learning activities, taking account of students' interest, language and cultural backgrounds.
	Advise on appropriate deployment and use of specialist aid/resources/equipment.
4.	**Support for the School**
	To work closely with the class teacher and any external professionals as appropriate, to deliver any special programme designed for the student(s) and to undertake such training as necessary.
	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 students have equal access to opportunities to learn and develop.
	Contribute to the school ethos, aims and objectives.
	Attend and participate in regular meetings as required.
	Participate in training and other learning activities as required.
	Establish own best practice and lead specialist area and use to support others.
	Assist with the planning of opportunities for students to learn during extracurricular/ enrichment activities, according to school policies and procedures and within working hours.
	Contribute to the identification and execution of appropriate out of hours learning activities, which consolidate and extend in school activities.
	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.

PERSON SPECIFICATION

Stage One: Disabled Candidates are guaranteed an interview if they meet the essential criteria.

MINIMUM ESSENTIAL REQUIREMENTS		**Application Form/Interview**
1.	**Skills and Knowledge**	
1.1	Ability to work effectively within a team environment, understanding classroom roles and responsibilities	Application Form/Interview
1.2	Ability to build effective working relationships with all pupils and colleagues	Application Form/Interview
1.3	Ability to demonstrate, lead and motivate a team of staff, ensuring effective communication and deployment	Application Form/Interview
1.4	Ability to promote a positive ethos and role model positive attributes	Application Form/Interview
1.5	Ability to adapt own approach in accordance with pupil needs	Application Form/Interview
1.6	Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	Application Form/Interview
1.7	Ability to continually develop and extend own working practices	Application Form/Interview
1.8	Demonstrate potential to contribute to the School Strategic Leadership Team	Interview
1.9	Excellent personal numeracy and literacy skills	Application Form/Interview
1.10	A comprehensive understanding of national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc.	Application Form/Interview
1.11	Understanding of principles of child development, learning styles and independent learning	Application Form/Interview
1.12	Experience of working with children in an educational setting (within specified age range/subject area)	Application Form
1.13	Working knowledge of relevant policies/codes of practice/legislation	Application Form/Interview
1.14	Understanding of statutory frameworks relating to teaching and learning	Application Form/Interview
1.15	Understanding of inclusion, especially within a school setting	Application Form/Interview
1.16	Experience of resources preparation to support learning programmes	Application Form/Interview
1.17	Effective use of ICT to support learning	Application Form/Interview
2.	**Experience/Qualifications/Training etc**	
2.1	Educated to at least GCSE level in English & Maths	Application Form
2.2	It would be necessary to have a qualification in classroom support or other relevant qualifications. A commitment to further training is essential.	Application Form
3.	**Work Related Circumstances – Professional Values & Practices**	
3.1	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	Application Form & Interview
3.3	Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work	Application Form & Interview

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

Date Job Description and Person Specification prepared by and updated	V Hargreaves/P Pritchard Sept 2026