



Westhoughton  
HIGH SCHOOL

## Application Pack

Learning Support Assistant, Level 3



*LEARNING* today for a brighter tomorrow



Westhoughton  
HIGH SCHOOL

## Letter from the Headteacher

Dear Potential Colleague,

### **Learning Support Assistant, Level 3**

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. This is an exciting opportunity to work in a forward thinking school, to make a contribution towards shaping its future and build on its successes.

We are looking to appoint an enthusiastic, reliable and organised individual to join our team as a Level 3 Learning Support Assistant. An ability to be flexible within a fast paced environment, with excellent interpersonal skills and be able to adapt to new systems and processes, are essential. Whilst a diverse range of skills and talents would be desirable, the most important traits are a great sense of humour and a 'can do' attitude.

This is an exciting opportunity to become part of a highly motivated, supportive and driven school workforce. If you have the commitment and desire to be part of our team, we want to hear from you.

Thank you in advance for the interest you have shown.

Yours faithfully,

Mr N S Coe  
Headteacher

## Welcome to our school

**Westhoughton High School is a successful and expanding 11-16, mixed community comprehensive school situated close to the centre of the growing town of Westhoughton, within Bolton Council's boundaries.**

We are proud to be Westhoughton's only secondary school; we have strong links with all primary schools and provide many opportunities to work together, including cultural activities and specialist subject support. We believe strongly in serving our community by providing challenging educational opportunities and developing the next generation to be ambitious, successful and worthwhile citizens for our town and beyond. The student population is largely made up of young people from Westhoughton itself, but students also attend from the neighbouring communities of West Bolton, Blackrod, Bolton, Atherton and Hindley.

The school has undergone a transformation in recent years; we have made significant investment in our learning environment and considerably improved the facilities available to our students, so that all Westhoughton students can progress successfully to the next stage of their education. We are still on our journey to be the very best that we can be.

We are proud of our students, our staff and our community and are always keen to welcome visitors. So whether you think you know the school or whether you're just discovering us for the first time, you will see a school that is ambitious for its students, proud of its past and very confident about its future. The school was visited by a team of Ofsted Inspectors on 10<sup>th</sup> and 11<sup>th</sup> 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 has also stood out.

There is much in the report that students, 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.

## Learning

We value academic achievement highly and are ambitious for all our learners to make good or better progress and achieve their full potential.

Students have access to the full national curriculum including opportunities to learn a new language, to develop their musical, creative and sporting talents and to develop their literacy and numeracy skills to a high level. Progress is carefully tracked and, in addition to Parents' Evenings, parents will receive a report at least twice in the academic year. Students are given the opportunity to test themselves against others both locally and nationally through a variety of subject focussed competitions. Every student is encouraged to develop and achieve according to their abilities, aptitudes and interests and our job is to challenge and support them.

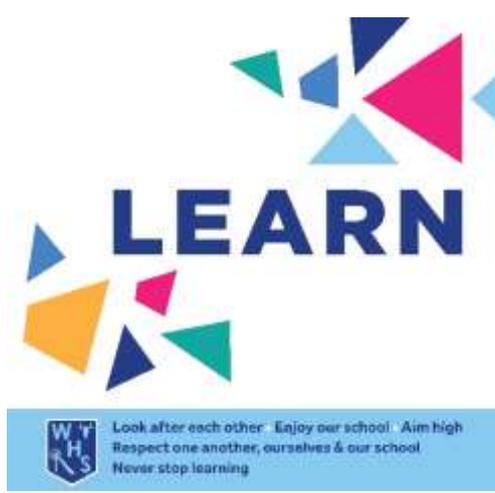
Learning beyond the classroom is also very important to the development of the well-rounded individual, whether that be through the Duke of Edinburgh scheme, through representative sport, musical instrument tuition, enterprise activities or one of the many educational visits organised by our hard-working staff. These include visits to the theatre, to the Peak and Lake Districts to study the impact of tourism, to the Tate Gallery or further afield with residential trips to London, Prague, Belgium and France. We have a number of enrichment days during the year when the normal timetable is suspended and students engage in a range of different activities to develop their personal and social skills. At Westhoughton, we believe we are ALL learners and every opportunity should be taken to LEARN.

## Standards

As a school, we strive for the best outcomes for all our students, regardless of individual circumstances. To do this we require each and every lesson to be the highest quality with an appropriate impact on student progress. We have high expectations as to what the 'daily diet' of our students should be but have strong and robust systems in place to support us all in delivering our ambitions. To develop staff throughout their careers, we invest heavily in professional development focussing on teaching, learning and assessment to improve classroom impact and in addition, leadership development for both experienced and aspirant leaders. We are pleased that staff retention for both teaching and associate staff is strong, as we believe that this reflects the culture and ethos of the school.

Whilst we are proud of the progress that we have made in improving the GCSE outcomes and life chances of our students, we are clear where further improvements can be made to ensure that more students realise their full potential. Whilst performance measures change continually, we have retained a curriculum designed to meet student needs and not secure league table position. This remains one of our core values.

The school seeks verification of its high expectations and delivery whenever possible and as such, we are proud to hold a number of quality standards. Others are planned for the future but below are those secured to date:



## Students

We are very proud of our reputation as a school that cares for each individual in the organisation and we do everything we can to ensure all our students are safe, happy and making good progress. The pastoral structure ensures our students meet with their form tutors each day so they have a familiar face to talk through any problems or ask for advice. We know our students well and do our very best to ensure they learn in a safe environment so that they will develop into self-reliant and resilient future citizens. When problems do occur, our students know they will be listened to and that we will work together in partnership to resolve them quickly and fairly.

The teenage years provide many challenges, for the young people themselves, for us as a school and for parents, and our experience tells us that working together to the same aim is the best way to resolve them.

We have a range of services available to support young people including:

- Non-teaching Student Support Leaders (SSLs) who look after pastoral needs
- Student Progress Leaders (SPLs) who track and ensure academic progress
- Independent Careers Advice and guidance
- School nurse drop-ins
- Nurture groups
- Peer mentoring
- Buddying system
- Homework support clubs
- Enrichment programmes
- Learning Support Centre with specialist staff



## Parents

We have high ambitions for our students and we are sure they are matched by parents' high aspirations for their children.

We fully acknowledge that students are more successful at school if they are supported by their parents, with parents and school working together in partnership. Just as we need every child to fully engage with the school and everything it has to offer, we expect parents to play an active role in their child's career at our school.

All parents sign a home-school agreement before their child starts at the school which clearly outlines the support they can expect from us and what we expect from our parent group. In addition, we run several parent focus groups where parents can discuss with staff issues such as reporting and assessment and can help drive change.

Every year group has a Parents' Evening to discuss progress with teachers and there are additional events at key stages in your child's education. At times parents may need our support and we may need theirs – and in any active partnership, people support each other. This is because we both have the best interests of every child at heart.

## Investing in Our Staff

Wellbeing is a central drive to many of our initiatives here at Westhoughton. You have an SLT that truly believe in developing and investing in our staff and the wellbeing of all who come through our doors. We have multiple activities that develop our staff wellbeing including a Wednesday wellbeing-focused briefing whereby we celebrate our staff, best practice and recognise staff who have supported other colleagues. We have staff activities such as a staff choir, reduced Leisure Centre membership and a secret buddy system of supportive comments and gifts that our staff sign up to. We believe in continually reviewing our systems and protocols to ensure that we reduce workload in as many aspects as we can.

Every Wednesday all students leave the school site at 2:30pm to allow us to deliver our personalised CPD programme which ties together our whole school priorities, personalised CPD opportunities and talent development programmes alongside our pastoral CPD programmes to ensure we build this into our school day and value the time together.

## Community

We are a successful community school and strongly believe our young people should develop a good appreciation of their heritage and pride in their town and country. We have strong links with local primary schools who are regular visitors to the school; we are supported in the curriculum by local people, including members of the Rotary Club and local businesses, our MP, support agencies and voluntary groups, and our students reciprocate through participation in competitions such as Youth Speaks. Our young people regularly go out into the community to support others, raising awareness or funds for charities or just doing good deeds during focussed charitable projects.

Parents and friends of the school actively support the many school events running in the year, from Parents' Evenings to Careers Conventions via music and drama productions. It is also important that our young people develop a sense of the wider community and they have opportunities to work alongside students from other Bolton schools, for example in joint visits to Oxford and Cambridge Universities. Our students also have opportunities to communicate with their peers further afield through visiting other countries. The world has become a much smaller place in the 21st century and developing their ideas about community, both local and global, will ensure our students are best placed to take advantage of the many opportunities available to them as they grow into adulthood.



## Visit us by Car

Leave the M61 at Junction 5, and take the A58 Snydale Way. At the roundabout take the 4th exit and follow Manchester Road (the A6) until the first set of traffic lights. Then turn left onto Bolton Road. Follow the road for around half a mile and Westhoughton High School is situated on the left.

## Visit us via Public Transport

Our school is close to both Westhoughton and Daisy Hill train stations and bus services run regularly here from Bolton town centre. To find out more, please visit the Transport for Greater Manchester website to plan your journey.



## Contact us

Westhoughton High School  
Bolton Road, Westhoughton, Bolton BL5 3DN  
Tel - 01942 814 122  
Fax - 01942 817 792  
Email - [WHSOffice@westhoughton-high.org](mailto:WHSOffice@westhoughton-high.org)

## Job Description

**Post:** Learning Support Assistant, Level 3  
**Responsible to:** Headteacher, Deputy Headteacher & SENCo  
**Principal Responsibilities:** Provide support for the student, teacher, curriculum and the school

### Job Purpose:

To work with and supervise individuals and groups of children under the direction/instruction of teaching &/or senior staff, inclusive of specific individual learning needs, enabling access to learning for all students and assistance and support in classroom management and behaviour techniques and providing specialist support in a specific curricular/ resource area.

### Support for the student:

- Establish good working relationships with students, acting as a role model and setting high expectations
- Provide consistent support to students responding appropriately to individual student needs
- Assist with the development and implementation of Individual Education Plans
- Promote inclusion and acceptance of all students
- Encourage students to interact with others and engage in activities led by the teacher
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure
- Provide feedback to students in relation to progress and achievement under guidance and direction of the teacher
- Use specialist (curricular/learning) skills/training/experience to support students.

### Support for the teacher:

- Provide minimal clerical/administration support (e.g. photocopying, typing, filing, collecting money etc.)
- Assist with the display of children's work
- Establish and maintain an appropriate learning environment under the supervision of the teacher
- Contribute to lesson planning, evaluating and adjusting lessons/work plans as appropriate goals
- Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as requested
- Administer routine primary tests and accurately record achievement/progress
- Promote positive values and attitudes and good student behaviour, dealing promptly with conflict and incidents and encouraging students to take responsibility for their own behaviour in line with established school policy
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents under teacher supervision.

### Support for the curriculum:

- Support the delivery of agreed learning activities/learning programmes, adjusting activities according to student learning styles and individual needs
- Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development
- Support the use of ICT in learning activities and develop students' competence and independence in its use
- Assist students to access learning activities through specialist support e.g. curriculum/SEN specialism
- Determine the need for, prepare and maintain general and specialist equipment and resources.

### 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 students have equal access to opportunities to learn and develop
- Contribute to the school ethos, aims and development/improvement plans
- Establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of students
- Attend and participate in regular meetings as required
- Participate in training and other learning activities as required
- Establish own best practice and use to support others
- Assist in the supervision, training and development of classroom support staff
- Assist with the planning of opportunities for students to learn in out-of-school contexts, according to school policies and procedures and within working hours
- Accompany teaching staff and students on visits, trips and out of school activities as required.

The post holder will be required to dress and act at all times as an example to the students within the school and to create a professional image for parents and other visitors.

**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

**The 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 post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated, at the discretion of the Headteacher and to meet the needs of the school.

Date Job Description prepared/updated

March 2024

Job Description prepared by

Gillian Bailey

# Person Specification

<b>School</b>	Westhoughton High School
<b>Job Title</b>	Learning Support Assistant, Level 3

## 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
<b>Skills and Knowledge</b>	
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	Application Form/Interview
Ability to build effective working relationships with all students and colleagues	Application Form/Interview
Ability to promote a positive ethos and role model positive attributes	Application Form/Interview
Excellent personal numeracy and literacy skills	Assessment
Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate)	Application Form/Interview
Ability to adapt own approach in accordance with student needs	Application Form/Interview
Effective use of ICT to support learning	Application Form/Interview
Understanding and working knowledge of the national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc.	Application Form/Interview
Working knowledge and understanding of principles of child development, learning styles and independent learning	Application Form/Interview
Working knowledge of relevant policies/codes of practice/legislation	Application Form/Interview
Understanding of inclusion, especially within a school setting	Application Form/Interview
Experience of resources preparation to support learning programmes	Application Form/Interview
Ability to use other basic technology – video, photocopier	Application Form
<b>Customer Care</b> - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users.	Application Form/Interview



Minimum Essential Requirements	Method of Assessment
<p><b>Valuing Diversity</b> - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage.</p> <p><b>Developing Self and Others</b> - Ability to question, and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others' learning and share learning with others</p>	<p>Application Form/Interview</p> <p>Application Form/Interview</p>
Experience/Qualifications/Training etc.	Method of Assessment
Minimum of 2 years' experience of working with children in an educational setting (within specified age range/subject area)	Application Form
Willingness to participate in relevant training and development opportunities	Application Form/Interview
Training in literacy/numeracy strategy	Application Form
Specialist subject knowledge curriculum/resources (enter specific)	Application Form
Education: 5 GCSEs A*- C or equivalent (including English & Maths)	Application Form
Work Related Circumstances – Professional Values & Practices	Method of Assessment
High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	Application Form & Interview
Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	Application Form & Interview
Demonstrate and promote the positive values, attitudes and behaviour they expect from the students with whom they work	Application Form & Interview
Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	Application Form & Interview
Able to liaise sensitively and effectively with parents and carers recognising their role in student learning	Application Form & Interview
Able to improve their own practice through observations, evaluations and discussion with colleagues	Application Form & 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
<b>Experience/Qualifications/Training etc.</b>	
NVQ Level 3 or equivalent in teaching assistance	Application Form
Training in special educational needs strategies	Application Form
Willingness to undertake appointed person certificate in First Aid	Interview

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

Date Person Specification prepared/updated: March 2024

Person Specification prepared by Gillian Bailey

## 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.

Please ensure that you provide an up to date email address with your application as we often contact candidates electronically rather than by post. The completed application form should be emailed: [WHSOffice@westhoughton-high.org](mailto: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](http://www.westhoughton-high.org). This job description will be reviewed annually and may be amended at any time following consultation with the Headteacher.

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.



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## 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.

