



Education
Partnership
Trust

High Expectations • Commitment • Ambition

Candidate Information Pack

Higher Level Teaching Assistant

Coal Clough Academy



A message from the Headteacher

“Coal Clough Academy gives pupils the support that they need to put the past behind them and to focus on the future. Pupils respond well to the school’s high expectations for their achievement. Pupils thrive and excel as individuals and in their learning. Pupils benefit from the happy family atmosphere in school.” Ofsted 2024

Thank you for expressing an interest in the position of Higher Lever Teaching Assistant at Coal Clough Academy.

This is a fantastic opportunity for an outstanding, ambitious and dynamic Higher Lever Teaching Assistant to join a Good school at an exciting stage of its journey.

We are a successful Pupil Referral Unit for 11-16 year olds situated in the heart of Burnley, with places for up to 140 Key stage 3 and 4 pupils, and part of the Education Partnership Trust (EPT).

Coal Clough Academy is a thriving, ambitious community that places the best interests of young people at the heart of everything we do. As an established, successful school we have grown in size and popularity, with demand for places resulting in the school being oversubscribed. We have a fantastic student cohort and dedicated staff that thrive on a culture of high expectations.

Within our setting, ‘pupils re-engage with learning and make good progress in developing skills, knowledge and understanding across a range of subjects.’ We pride ourselves on supporting and reviewing all pupils on an individual basis, this is supported by our academic and non academic curriculum.

In January 2024, the school was judged as ‘Good’ in all areas by Ofsted. This result epitomised the hard work and school improvements made since joining the Education Partnership Trust. Inspectors found our school to allow “The school has designed a curriculum that considers the wide range of pupils’ needs. This includes the high number of pupils who join the school throughout the academic year. The school identifies and meets the needs of pupils with special educational needs and/or disabilities (SEND) effectively.” A copy of the report can be downloaded from the school’s website.

At Coal Clough Academy our vision and values are supported by us working hard to achieve happy and healthy pupils who can achieve well based on their individual performance. We are committed to providing the best educational experiences and opportunities for our students. Our vision is to ensure a world class education, addressing social disadvantage where it exists through high expectations and an ambitious curriculum. At the very heart of the school’s work is a commitment to high quality teaching and learning and achievement for all: for our pupils to be safe, happy and

successful developing as individuals into caring, responsible citizens who participate fully in school life and are proud of their achievements.

We aim high at Coal Clough Academy and expect high standards of behaviour and academic effort. Every student at Coal Clough Academy is encouraged to have ambitious goals and is responsible for creating a culture of high expectations and academic excellence. We support our students to become conscientious, high-achieving individuals, who are able to discover their talents and passions through the opportunities we provide. Our ethos revolves around ensuring that we provide the very best educational experiences and opportunities, both in and out of the classroom environment.

We are proud of our achievements at Coal Clough Academy, our aspirational and exciting curriculum, our examination success, our ambitious opportunities for pupils' personal development, our charity work and our community involvement. We are committed to the pursuit of outstanding teaching and learning alongside the highest possible academic, personal and moral standards. This commitment is built upon a shared belief in hard work, self-reflection and a culture of respect and support for others.

Over the past eight years, Coal Clough Academy has achieved the following:

- Judged as Good across all four areas: Leadership and management, quality of teaching, outcomes and personal development and welfare.
- External outcomes for the school include success in GCSE English, Maths and Science for all pupils.
- Established as the 'school of choice' for alternative provision in the local area.
- The school has successfully achieved the SENDIA Award for additional support and guidance we provide our pupils with to reach their full potential.
- Parental support is welcomed by the school, and we have been recognised for transforming lives of pupils who once disengaged with education.

To apply for this post, please follow the instructions on the 'Vacancies' page on our website. For visits to the school or any other information, please contact scarter@coalclough-apt.com



H. Clarke, Headteacher



**Education
Partnership
Trust**



I am delighted that you are considering a role within the EPT. The EPT was established in 2012 as a high performing multi academy trust and approved academy sponsor, that delivers the very best educational experience for our pupils within an ethos of collaboration and excellence.

The reduction of workload and the wellbeing of our colleagues are key priorities with Wellbeing Champions in each school and a designated trust lead.

Wishing you all the best with your application.



Sharon Roscoe
Chief Executive

Our Vision

Creating outstanding schools which transform learning, lives and communities

Our Values

High Expectations

of ourselves, our pupils and our school community

Commitment

we are dedicated to raising standards and improving opportunities

Ambition

we constantly strive to improve by setting ourselves challenging goals

Job Advertisement

Higher Level Teaching Assistant

Hours:	37 Hours per week
Weeks Worked:	Term time only – 39 weeks per year
Start Date:	23rd February 2026
Salary:	SCP 19 – 25 (Actual Salary £28,198 - £31,981)

Coal Clough Academy wishes to appoint a hardworking, enthusiastic and committed Higher level Teaching Assistant. If you are experienced, enthusiastic, open to new ideas and have a flexible 'can do' approach, we would welcome an application from you.

The Job

- To work under the direction of the class teacher or head of department, to implement planning and assessment, working with individual or small groups of pupils in order to achieve high levels of accelerated pupil progress.
- To support pupils to overcome barriers to learning, promoting the inclusion of all pupils by developing their communication skills, supporting them to manage their behaviour, developing independence and social skills and to take responsibility for monitoring/reporting on the impact of class-based interventions.
- To provide supervision and guidance and learning opportunities in all non-lesson-based activities.
- Complement the professional work of the schoolteachers by taking responsibility for agreed learning activities.

What are the job requirements?

- Experience of working with children in an educational setting in particular meeting the needs of children who may face barriers to learning.
- Experience of assessing the needs of pupils and using detailed knowledge and specialist skills to support improving pupils' attendance and behaviour.
- Experienced in sound behaviour management techniques.
- Is able to build and maintain successful and positive relationships with pupils, treating them equitably with respect and consideration.
- Child Care/NVQ/ HLTA or other relevant qualification (related to education is desirable i.e. a degree) at level 4 or agreement to work towards this qualification within 12 month.
- Experience of planning, preparing and delivering supporting programmes for individuals or groups of pupils.

- Excellent awareness and experience of good safeguarding practice and procedures
- Experience of developing successful parent partnerships and working with external agencies to support pupil progress.

Amongst the many benefits of working within the Trust you will receive:

- Healthcare cash back plan provided free by the Trust includes optical, dental, physio, diagnostics, health assessment, NHS prescription charges, hospital cover, discounted gym memberships plus lots more.
- 6 sessions of free counselling including CBT, wellbeing and bereavement.
- Cycle to work scheme.
- Electric Car Scheme (Salary Sacrifice)
- Access to government pension schemes.
- Free parking
- Training and development opportunities
- Personal development and promotion opportunities across the Trust
- Trust wide focus on staff wellbeing
- Trust wide Intranet to share knowledge and resources

Closing date: 4th January 2026

Interview date: 9th January 2026

Safeguarding

The Education Partnership Trust is committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment.

The post you are applying for is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013). All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed.

Education Partnership Trust is also committed to promoting equality, challenging discrimination and developing community cohesion. We welcome applications from all sections of the community.

Incomplete application forms will not be shortlisted, if you need to discuss a reason for being unable to complete a section, please contact the recruitment team HR@ept-uk.com.

Applications for this exciting post are to be made through <https://ept.face-ed.co.uk/vacancies>

Job Description

Higher Level Teaching Assistant

Reports to: Class Teacher

Grade: SCP 19 - 25

Job Purpose

- To work under the direction of the class teacher or head of department, to implement planning and assessment, working with individual or small groups of pupils in order to achieve high levels of accelerated pupil progress.
- To support pupils to overcome barriers to learning, promoting the inclusion of all pupils by developing their communication skills, supporting them to manage their behaviour, developing independence and social skills and to take responsibility for monitoring/reporting on the impact of class-based interventions.
- To provide supervision and guidance and learning opportunities in all non-lesson-based activities.
- Complement the professional work of the schoolteachers by taking responsibility for agreed learning activities

Key Responsibilities and Accountabilities

- Planning, preparing and delivering learning activities for individuals/groups, or for whole classes.
- Monitor pupils and assess, record and report on pupils' achievement, progress and development.
- Support the development of pupils' literacy skills in all lessons.
- Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning.
- Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies.
- Support social communication skills at all times.
- Advancing pupils' learning in a range of classroom settings, including working with whole classes where the assigned teacher is not present
- Support the development of pupils' independent learning and independence skills.
- Plan and deliver lunchtime activities as timetabled.

- Facilitate play and social interactions at play and lunch times.
- Manage other teaching assistants and undertake recruitment, induction, appraisal, training and mentoring for other teaching assistants.
- Feedback to the class teacher on the progress made by individual pupils throughout the lesson verbally and in written form.
- Assist the class teacher to mark work and give verbal feedback to pupils on progress made and next steps in all lessons.
- In liaison with the class teacher, to contribute to pupil reports and participate in reviews of pupil progress.
- Work with the class teacher to identify pupils requiring targeted interventions based on pupil progress data and ongoing assessment of progress.
- Take a lead role in the school to address the needs of pupils who need particular help to overcome the barriers to learning, under an agreed system of supervision.
- Taking a lead role in providing support for pupils with special educational needs (SEN).
- Establishing constructive relationships with parents/carers.
- Using behaviour management strategies effectively and in line with the school's policy and procedures
- Provide support for pupil's emotional and social needs by encouraging and modelling positive behaviour in line with the School's Behaviour Policy.
- Contribute to the writing of Behaviour Support Plans.
- Assist with the general pastoral care of the pupils, follow Health Care Plans, administer medication and help pupils who are sick, distressed or injured.
- Actively engage and supervise pupils during unstructured time and transitions as necessary for their safety.
- Establish positive relationships with the pupils and encourage them to interact with others and engage in activities.
- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school and policies and procedures and making sure the individual/s involved understand it is unacceptable.
- Ensuring the classroom is prepared for lessons, ensuring resources are available and cleared away throughout and at the end of the lesson.
- Prepare and maintain appropriate learning aids, materials and equipment and assist the pupils in their use.
- Carry out any reasonable duties, which the class teacher deems appropriate and necessary for the benefit and well-being of the pupils.
- Accompany the class teacher and supervise pupils on visits, trips and out of school activities as required.
- Work on displays following consultation with the class teacher/Team Leader.
- Provide general clerical support, e.g. photocopying, laminating, filing, etc as required.
- Liaise with parents under the direction of the class teacher.

- Attend Parents' Evening.
- complementing the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.
- Planning, preparing and delivering learning activities for individuals/groups, or for whole classes on a short-term basis. Additionally, the HLTAs may be expected to monitor pupils and assess, record and report on pupils' achievement, progress and development.
- Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning.
- Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies
- Managing behaviour through guidance and support by addressing the needs of pupils who need particular help to overcome the barriers to learning, under an agreed system of supervision, including:
 - Taking a lead role in providing support for pupils with special educational needs (SEN)
 - Establishing constructive relationships with parents/carers
 - Developing, planning, preparing and delivering agreed work, and teaching programmes for individuals or groups of pupils
 - Advancing pupils' learning in a range of classroom settings, including working with whole classes where the assigned teacher is not present
 - Being responsible for the management and development of other TAs,
 - Teaching on a timetable.

Note

This Job Description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be changed at management's discretion in the future. As a general term of employment, the Trust may affect any necessary change in job content or may require the post holder to undertake other duties, at any location in the Trust's service, provided that such changes are appropriate to the employee's remuneration and status.

As a term of your contract of employment, the Trust reserves the right to vary your hours of work and require you to work outside the range of your "typical working arrangements" specified in your Statement of Particulars. The Trust reserves the right at its discretion to affect this condition of your employment. Should this be necessary you will be given reasonable notice of any proposed changes.

Person Specification

Higher Level Teaching Assistant

Reports to: Class Teacher

Grade: SCP 19 - 25

No	Categories	Essential / Desirable	App form	Interview
Qualifications and Training				
1.	GCSE or Equivalent qualification in English and Mathematics at level 9 – 5.	E	✓	
2.	Child Care/NVQ/ HLTA or other relevant qualification (related to education is desirable i.e.: a degree) at level 4.	E	✓	
Knowledge, Skills and Abilities				
3.	Knowledge of The National Curriculum and Schemes of Work in Literacy and Numeracy.	E	✓	✓
4.	Knowledge of the principles of child development and processing of learning.	E	✓	✓
5.	Knowledge of how to remove barriers to learning for pupils with a range of SEN (cognitive learning difficulties, ASD, C Knowledge of Communication and Language needs, Attachment needs, Social and Emotional development needs) and promote inclusion.	E	✓	✓
6.	Knowledge of how to support the development of social communication and literacy skills, promoting high standards of literacy, articulation and numeracy.	E	✓	✓
7.	Knowledge of how to support the development of independence.	E	✓	✓
8.	Knowledge of how to support phonics and reading development including use of cued articulation.	E	✓	✓
9.	Knowledge of how to support pupils with ASD barriers to learning.	E	✓	✓
Experience				
10.	Experience of support work with children in an educational setting.	E	✓	
11.	Experience of planning, preparing and delivering agreed	E	✓	

	work, and supporting programmes for individuals or groups of pupils.			
12.	Experience of advancing pupils' learning in a range of classroom settings, including working with whole classes where the assigned teacher is not present	E	✓	
13.	Experience of being responsible for the management and development of other TAs	D	✓	
14.	Experience of assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning	D	✓	
15.	Experience of monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies	D	✓	

Personal Qualities and Attributes				
16	Proven ability to listen to, understand and work effectively with all children, staff, governors and parents/carers.	E	✓	✓
17	Ability to work under pressure and to meet deadlines.	E	✓	✓
18	The ability to foster an open, transparent and equitable culture, deal effectively with difficult conversations and conflict at every level, and to value and praise good and outstanding practice	E	✓	✓
19	Is able to work as a member of a class team to deliver and assess planned lessons.	E	✓	✓
20	Excellent written communication skills and a high level of ICT literacy.	E	✓	✓
21	Is able to build and maintain successful and positive relationships with pupils, treating them equitably with respect and consideration.	E	✓	✓
22	Can break down given planned tasks into small steps of learning and can give focused feedback on progress made and next steps.	E	✓	✓
23	Can use ICT effectively to support learning and general administrative tasks.	E	✓	✓
24	Can self-evaluate effectively to improve own practice.	E	✓	✓

25	Hold a UK driving licence and, after training is provided, be willing to drive a minibus (desirable).	D	✓	
26	Work collaboratively within a team using own initiative	E	✓	
27	A high level of commitment to safeguarding inclusion and equality in all aspects of school life.	E	✓	✓



Contact

Coal Clough Academy
Swindon Street
Burnley
Lancashire
BB11 4PF

01282 421142
enquiries@coalclough.org
www.coalclough.org

Twitter @Head_CCA