



STAFF VACANCY

TEMPORARY LEARNING SUPPORT TEACHER (0.5 FTE) TO COMMENCE ASAP



Mission

Holy Cross, founded by the Daughters of the Cross, is a Catholic Sixth Form College and University Centre, which exists to promote a high quality education within a community based on Gospel values.

We provide the opportunity for each person to develop spiritually, morally and intellectually and we welcome students and staff of all faiths.



Holy Cross College

Catholic Sixth Form College and University Centre

Manchester Road, Bury, BL9 9BB

Tel 0161 762 4522

Fax 0161 762 4507

Website: www.holycross.ac.uk

Email hr@holycross.ac.uk

Principal Ms C Vitti

August 2025

Dear Applicant,

Thank you for your interest in the post of Temporary Learning Support Teacher (0.5 FTE) at Holy Cross College, Bury.

As a Catholic College for the Community, we welcome staff and students of all faiths. We strive continuously to maintain and further improve our success within a friendly, supportive and caring environment through the commitment and enthusiasm of our incredibly dedicated, caring and expert staff.

We have a first-rate system of pastoral care and support, with specialist tutors to guide our students through their studies and achieve their goals. All of these elements were highly praised in our Ofsted report where we were rated "Good" for some judgements and "Outstanding" for others, including Behaviour & Attitudes, Personal Development and provision for High Needs students.

We see our students as unique individuals and we do all that we can to encourage them to develop a wide range of interests as well as pursuing their particular gifts and talents – so enrichment is particularly important here.

We run a highly successful University Centre with two partner universities. There are only limited references to this in the Job Pack because our primary need is for excellent A Level teaching, but there is no doubt that this HE element to our work adds something important to the atmosphere at college.

Set out below is a job description and person specification relating to this vacancy, together with some additional information about the College. If you wish to learn more about the College, individual courses and examination success please look at our website: <http://www.holycross.ac.uk>.

If you feel you meet the requirements of the post and are inspired by the prospect of taking up this important role at Holy Cross, so crucial for the College in so many ways, I hope you will apply to join us. Completed applications should be returned to the Human Resources Department (by email only) **by 8.00am on 29th August 2025**. Interviews will take place on a date to be confirmed.

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.

Yours faithfully

Carina Vitti
Principal



Background to Learning Support

Staffing

The Learning Support Department is currently made up of a team of specialists which include a Learning Support Manager, Learning Support Specialist Assessor/Teacher, Learning Support Teacher (vacancy), Learning Support Assistants, a Wellbeing/Welfare Officer and a Learning Support Administrator.

Accommodation

The Learning Support Department is located in the Marie-Therese building, in purpose-built accommodation consisting of an office, two small rooms used for 1-1 teaching and support, a small classroom used for small group support and a larger classroom for academic study support. All teaching rooms are equipped with a range of resources, including PCs with specialist software. The classroom has an electronic whiteboard and projector.

What do we do?

Our Learning Support team has experience of working with students with a wide range of disabilities and other support needs, including dyslexia, dyspraxia, epilepsy, hearing impairment, visual impairment, autism (ASD) social emotional and mental health issues (SEMH), ADHD/ADD and mobility difficulties. The support on offer varies and is negotiated on an individual basis.

Examples of support that can be provided are:

- Support with transition from high school, including individual visits and taster sessions
- Development of teaching considerations and training for teachers to support inclusive practice in the classroom.
- In-class support
- Meet and greet
- 1:1 or small group support to help develop independent study skills through utilising a number of specialist strategies that meet individual learning needs identified.
- 1:1 support for students with an Education Health and Care Plan (EHCP) to monitor outcomes and ensure support and specialist provision is in place. EHCP's are reviewed annually.
- SEMH support – small group or 1:1 e.g. anxiety management sessions.
- Development of learning materials to meet the needs of individuals, for example, use of coloured paper, enlarged work
- Loan of equipment, for example, laptops, digital voice recorders
- On-course drop-in support with coursework, assignments, revision and examination techniques
- Access to IT, including specialist software, use of adaptive technology and specialist equipment
- Specialist assessments to identify areas of need e.g. speed of processing, reading, writing skills.
- Support during exams e.g. extra time, smaller room, reader, scribe, use of a word processor, rest breaks, modified papers, prompt
- Personal care, manual handling
- Accessibility/mobility support
- Support with transition to University or higher-level apprenticeships

Please note: This is not an exhaustive list. All students are assessed at the start of their programme to agree support. All support is reviewed termly and can be modified accordingly as the student progresses.

Wellbeing/Welfare Support

The college is very committed to supporting the wellbeing and welfare needs of all of our students to ensure that young people attending Holy Cross are given the best opportunity to thrive and succeed during their time with us:

- Dedicated wellbeing hub
- 1:1 SEMH strategy management sessions
- Group intervention sessions
- Drop in social emotional support
- Referral to external agencies – signposting
- Strategies to support within the curriculum

All students and staff also have access to the [Togetherall platform](#) that provides 24/7 mental health support and provides a safe, online community where people support each other anonymously to improve mental health and wellbeing.

Job Description

TITLE:

Temporary Learning Support Specialist Teacher (0.5 FTE)

PURPOSE:

We are seeking a dedicated Learning Support Teacher to join our inclusive community at Holy Cross College. In this role, you will provide tailored support to students with specific learning needs, such as dyslexia, dyspraxia, ADHD, ASD, mental health challenges, and other learning difficulties. You will be responsible for planning and delivering one-to-one support, small group sessions, and workshops, as well as conducting assessments to develop appropriate support plans. A key part of your role will be promoting SEND (Special Educational Needs and Disabilities) awareness across the college and working closely with colleagues to ensure an inclusive learning environment.

REPORTING TO:

Learning Support Manager

LIAISING WITH:

Relevant staff with cross college responsibilities, e.g. Learning Support Manager, Exams Department, teachers within Curriculum areas, Progress Tutors and Support Staff.

DIRECTED TIME:

1265 hours / 195 days (pro rata) per annum

SALARY/GRADE:

Teaching Staff Salary Spine: Actual Salary £16,089 - £24,862.50 per annum (pro rata to £32,178 - £49,725 per annum)

or

Unqualified Teaching Staff Salary Spine: Actual Salary £10,865 - £16,951 per annum pro-rata to £21,731 to £33,902 per annum FTE

MAIN (Core) DUTIES:

Operational.

- Plan and teach 1-1 sessions, small groups and workshops for students with specific learning differences on mainstream programmes.
- To conduct initial assessments in order to develop appropriate support plans and make recommendations for reasonable adjustments to be made withing teaching and learning
- Employ specialist teaching, learning and differentiation strategies that enable students to access the curriculum, become independent in their learning and make progress, as well as supporting student assessments.
- To work with colleagues to formulate reasonable adjustments to be made within curriculum areas which have coherence and relevance to the needs of students and to the aims and objectives of the College.
- Promote the innovative use of accessible technology and equipment to enable students to develop independence and provide access the curriculum.
- Attend student interviews with curriculum and pastoral staff, offering advice and information regarding support available to students with SpLD.
- Liaise with external agencies and feeder schools in order to gather relevant information and support students at transition stage prior to entry.
- Promote inclusive learning strategies and disability awareness across the college through facilitating cross-college CPD and sharing good practice.
- Set personal targets, which enable students to make progress on course using targeted strategies that promote independence with learning.
- Contribute to the Annual Review Process in liaison with the Learning Support Manager for students with Education Health Care Plans and chair review meetings for your own caseload of students.
- Prepare the annual review documents and lead meetings with the parents/students and other professionals.
- Attend multi agency meetings for vulnerable students
- Become familiar with course specification(s), develop and use resources to help students make progress and support students in preparing for assessments or examinations.
- Build student confidence, independence, motivate and encourage success.
- Attend team meetings and staff development sessions as required

- To contribute to the planning activities of Learning Support, and to ensure that the planning of Learning Support reflects the needs of the students and the aims and objectives of the College.
- To implement College Policies and Procedures e.g. Safeguarding, GDPR, Equality Assurance, Health and Safety, Accommodation Strategy etc.
- To implement Health and Safety policies and practices.

Curriculum Provision and Development

- To contribute to the development and delivery of Learning Support.
- To ensure that Inclusive Learning initiatives are implemented in the curriculum area and that effective support is provided for students.

Staffing

Staff Development

- To undertake staff development where appropriate.
- To contribute to the Professional Development Review system.
- To assist in the induction new staff as appropriate within Learning Support

Deployment of Staff

- To ensure that appropriate arrangements for classes are made when absent.
- To work as part of a team and to ensure effective working relations.

Quality Assurance

- To contribute to the process of the setting of targets within the Learning Support as part of the college self-assessment process and to work towards their achievement.
- To implement common standards of practice within Learning Support and develop effective support strategies and learning styles.
- To contribute to college quality procedures.
- To contribute to the monitoring and evaluation of Learning Support in line with agreed college procedures including evaluation against quality standards and performance criteria.
- To contribute to modification and improvement where required.

Management Information and Administration

- To ensure the maintenance of accurate and up-to-date information concerning students.
- To assist the Learning Support manager to collect, analyse and evaluate performance data in relation to the Learning Support provision and individual performance.
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- To contribute to reports within the quality assurance cycle.
- To contribute to reports on examination performance, including the use of value-added data.
- To ensure that correct procedures and administrative tasks are followed for examinations, coursework and other external assessments.

Communications

- To ensure familiarity with the Learning Support department's aims and objectives.
- To ensure effective communication/consultation as appropriate with parents/carers of students.
- To liaise with relevant external bodies as appropriate.

Marketing and Liaison

- To contribute to the College liaison and marketing activities.
- To interview prospective students.
- To link with external agencies as appropriate.

Management of Resources

- To co-operate with other subject areas to ensure a sharing and effective usage of resources to the benefit of the College and the students.
- To contribute to the maintenance of an attractive working environment in teaching rooms used.

Pastoral System

- To monitor and support the progress and development of students.

- To monitor student attendance with students' progress and performance in relation to targets set for each individual; ensuring that follow up procedures are adhered to and that appropriate action is taken where necessary.
- To report any concerns with regards to an individual in line with the college Safeguarding Policy.

Other

- To support the aims and objectives of the College.
- To attend meetings in accordance with the College meetings schedule.
- To undertake any other duties of an equal nature as assigned by the Principal or his/her designated alternate.



Person Specification

Learning Support Specialist Assessor	Essential	Desirable
Personal	<ul style="list-style-type: none"> Enhanced clearance through the Disclosure and Barring Service (DBS). Medical Clearance. <p>Note: both of the above would follow an initial offer of appointment.</p> <ul style="list-style-type: none"> Two satisfactory references. Satisfactory record of attendance (subject to the requirements of the Equality Act). Ability to meet the requirements of the Asylum and Immigration Act (in as much as you must be eligible to work in the UK). 	
Qualifications	<ul style="list-style-type: none"> Teaching qualification (e.g. PGCE, CertEd). Level 6 (degree level) qualification or equivalent in an appropriate subject. 	<ul style="list-style-type: none"> IT qualification to Level 2 or higher Relevant post graduate qualification in Individual specialist assessment at or equivalent to level 7 A qualification or specialism in Special Educational Needs and Disabilities (SEND).
Experience and knowledge	<ul style="list-style-type: none"> A strong understanding of SEND legislation, the SEND Code of Practice, the EHCP process and developments in the post 16 sector in relation to SEN e.g. Preparing for Adulthood framework, Quality First Teaching. Experience working with students with specific learning difficulties such as dyslexia, dyspraxia, ADHD, ASD, mental health challenges, and other learning needs in a secondary or post-16 educational setting. Knowledge of current issues in relation to the teaching and SEND support practices that promote inclusion. Experience of cross college and multi-agency external liaison with schools and specialist outside agencies. 	<ul style="list-style-type: none"> Ability to apply e-learning and assistive technologies that support SEN learners and promote access to the curriculum and formal assessments taking place (including formal examinations). Evidence of recent continuing professional development in relation to SEND Familiarity with Microsoft Teams.
Skills and qualities	<ul style="list-style-type: none"> A compassionate and patient approach, with a genuine commitment to supporting students to reach their full potential Positive attitude. An excellent record of attendance and punctuality. Ability to hit deadlines. Excellent communication skills, orally and written. Excellent presentational skills, orally and written. Excellent organisational and planning skills. Ability to relate well with staff, students and parents/carers Ability to work under pressure. Good team working skills. Ability to motivate staff and students. Flexibility and adaptability. Time management skills. Problem solving skills. Commitment to Equal Opportunities. 	<ul style="list-style-type: none"> Willingness to undertake relevant training. Persistence. A flexible and solution focussed approach



General College Information

Working at Holy Cross College

We believe Holy Cross Sixth Form College is a great place to work as we genuinely care about all our staff and want them to be happy working here. In return our staff can expect:

- Generous holiday entitlement
- Option to apply for sabbatical leave
- Family friendly policies
- Free car-parking (on and off-site)
- Automatic enrolment into the Teachers' Pension Scheme / Local Government Pension Scheme
- Excellent opportunities for CPD and individualised induction programmes for new staff
- Cycle to work scheme (subject to terms and conditions)
- VDU eye sight test vouchers (subject to terms and conditions)
- Various health and wellbeing benefits (including an on-site gym, staff well-being initiatives, staff badminton and football)
- Counselling service – face to face counselling as well as access to a confidential telephone counselling service

Staff at Holy Cross benefit from working in a well maintained and resourced environment with good terms and conditions of employment. We provide benefits in excess of the statutory minimum in respect of maternity, paternity, adoption and family/personal leave to assist staff in successfully balancing the demands of their personal and working lives.

We start the year with a Mission and Ethos Day and staff BBQ, have a staff retreat for new starters, and at the start of the summer term we have a Community Day, which enables staff to come together outside their usual working environment. In recent years this has involved staff opting into a variety of off-site activities, to engage socially and re-charge their batteries!

Free car parking is available on the college site and, although limited, additional off-site parking is available at a local Sports Club. Staff also have free access to the library resources and to internet and email, though any such use must be in accordance with the College's Information Security Management Policies.

How well do our students achieve?

The 2024 exam results indicate:

Pass rate at A level is 98%

11 students achieved at least 4 A*/A grades at A Level (including EPQ)

479 individual A*/A grades achieved

1090 individual A* - B grades (high grades) achieved in total

Pass rate for Level 3 BTEC Extended Certificate is 100%

95% high grades across all subjects (DS*, DS and M)

Pass rate for Level 3 BTEC Extended Diploma is 100%

100% high grades (DS*, DS and M)

For BTEC Level 3 qualifications, 129 individual DS*/DS grades were achieved

205 DS*, DS and M grades earned in total by our students

Strong Value Added scores for A Level and Vocational Courses

Past and Present

Holy Cross has its roots in 1878, the year in which a group of religious sisters - the Daughters of the Cross – left Germany as a result of the Kulturkampf and were welcomed by Bishop (later Cardinal) Vaughan to the Diocese and to Bury. Originally there was a small parish school – Holy Cross School – which developed into a Convent school, which grew into a large Grammar School for girls – Bury Convent Grammar School – and, in 1979, Holy Cross College, a mixed Sixth Form College, came into being.

We have grown even further since then, and now have over 2350 16-19 students and a University Centre with 200 undergraduates (and a small number of postgraduates), still on the original site. In 2009 the Daughters of the Cross closed their convent in Bury, and are now under the Trusteeship of Salford Diocese, but we still have important links with the Congregation.

We are very proud of our reputation for academic excellence, and pastoral care. Despite the many changes in post-16 education over recent years, including changes of emphasis in inspection regimes, we are committed to maintaining and developing this reputation, and we aim to provide a safe and secure Christian environment for all our students, respecting those of all faiths. We are also financially very secure – having been rated once again by ESFA as Outstanding in this respect – and have exceeded once again all our recruitment targets and grown strongly.

We are a college with a great past, therefore, and a very secure future!

Music and Drama

The College encourages students (and staff) to take part in the exceptionally wide range of musical and dramatic activities available at College. These include annual musical theatre productions, biennial operas, choirs, the orchestra and small instrumental ensembles. Concerts are given at regular intervals, and there are many theatre visits, international choir trips, choral scholarships and an international artist masterclass series. In recent years we have put on “Sweeney Todd”, “Miss Saigon”, “Hansel and Gretel”, “Phantom of the Opera”, “Dido and Aeneas”, “The Sound of Music”, “The Wizard of Oz”, “Fiddler on the Roof”, “Les Misérables”, “West Side Story”, “Oliver” and Shakespeare’s “A Midsummer Night’s Dream”. If you are interested in musical or dramatic activities then you won’t be disappointed.

Sport

At Holy Cross we also have high sporting reputation and offer a wide range of activities for students to enjoy at recreational and/or competitive level. British Colleges Sport, North West Colleges and governing body competitions are entered and we have college teams in football, rugby, netball, hockey and basketball, badminton, tennis, athletics, table tennis, golf, trampolining, cross country and swimming. Facilities on site include a Sports Hall, recreational area and free use of a gymnasium (where personal training programmes can be devised), staff football and badminton.

Religious Education

As well as being involved in many areas of College life, the RE Department also teaches the Core RE course, which all students attend for one lesson each week. The course covers a wide range of topics, always with the idea of helping students to explore their faith, philosophical and ethical issues, the world around them and understand better their own human nature.

Chaplaincy

We have a full time Lay Chaplain (our local Parish Priest is our Priest Chaplain and indeed we are fortunate to have many local priests coming to celebrate Mass for us, usually on a weekly basis and for Holy Days.) The Chaplaincy is available to all and runs many activities – in addition to Morning Prayer, Adoration and Meditation opportunities there are voluntary opportunities for retreats (including an annual Staff Day Retreat) and the annual pilgrimage to Lourdes to help the sick, with the Diocese of Salford.

As stated in our Mission, we welcome staff of all faiths. Colleagues celebrate religious festivals and particular events in the college calendar, for example, the start of a new college year, by joining together for Mass.

Caring for our Students

Pastoral care is a major priority at Holy Cross and underpins all that we do. We aim to support students throughout their time with us and to help them to make the right decisions when they leave us. Progress Tutors keep a careful watch on individual student progress and are also someone for students to turn to if they have difficulties.

Discussions relating to academic progress take place regularly between students, Subject Tutors and Progress Tutors, and resulting action plans which arise from these discussions give students and their parents valuable information on what students need to do to achieve their full potential. All of our staff have a role in caring for our students.

Private Study

All students have time when they are not timetabled for lessons, and we encourage them to make good use of this. We have fantastic Library staffed by professional chartered Librarians providing a wide range of facilities such as online resources, E-books, 65 networked computers plus 24 wireless networked laptops and study facilities and, of course there are books.

The College's Open Access I.T. suite contains over 80 PCs in a state-of-the-art, air-conditioned environment, available for use during term time.

The Learning Support Department, to which all students have access is based in the Marie Therese building. There are areas which students can use for private study, which are sometimes staffed, and a number of smaller subject resource areas.



Parents/Carers

Our partnership with parents/carers plays an important part in our success. There are parents' evenings and written reports, and we make individual contact with parents if there is a problem. Parents/carers are welcome to contact staff at any time.

College Structure

The structure of the College would fill a complete booklet of its own, but in simple terms there is the Principal, a Deputy Principal and Vice Principal (Finance and Resources). There are also Assistant Principals who have responsibility for Curriculum, Quality and Students respectively. There are in addition, a wide range of non-teaching posts and posts of responsibility held by staff in addition to their normal roles.

University Centre

In addition to our sixth form work, the college has for the last nineteen years had a University centre. Currently we have around 200 students, some full time and some part time, although most teaching is focussed in the afternoon and evening. We collaborate with two partner universities, Liverpool Hope and Edge Hill and students generally take BA, BSc or MA degrees with a small number also doing Foundation degrees.

Unions

The Unions recognised by the Governing Body are: UNISON, NEU (NUT/ATL), NASUWT and ASCL. The Principal holds regular meetings with the College Union representatives.

Miscellaneous

The college operates a no-smoking / vaping policy across the entire college site.

Holy Cross is located in Bury, Greater Manchester. To read about our town please view:

<http://www.visitbury.com/>