



Marsden Heights Community College

The best in everyone™

Part of United Learning



MARSDEN HEIGHTS COMMUNITY COLLEGE

RECRUITMENT INFORMATION PACK

TEACHING ASSISTANT - LEVEL 3

CLOSING DATE: 6th July 2026

INTERVIEWS: 10th July 2026



United Learning
The best in everyone™

Welcome



Marsden Heights Community College joined United Learning in November 2020. In 2023, following rapid improvements, Ofsted inspected the school and rated it **Good** in all areas.

At Marsden Heights we believe our students deserve the very best education, experiences and opportunities to develop their whole character. Our aim is to help our students grow into respectful, resilient adults with a lifelong love of learning. We seek to ensure that our students are effective communicators, active participants and independent learners, equipped to engage confidently with the world around them.

To support both academic and personal growth, we ensure students benefit from a wide range of experiences. Our commitment to *Education with Character* offers opportunities beyond the classroom, enabling students to access a broad, well-rounded curriculum. Our co-curricular programme ensures our students experience much more than just the taught curriculum.

The school's focus on student learning is the driving force behind everything that we do. Students are offered a diverse and challenging curriculum supported by the United Learning common curriculum both inside and outside of the classroom. We have high expectations at all times and make no apology for demanding the best, from our students and our staff, as only the best will do for our children. We teach the students that *Every Minute Matters* on their educational journey.

Our values of *Respect, Aspiration, and Resilience* guide daily life at Marsden Heights. We expect students to be ready to learn, take on new challenges, and aim high as they move toward their own version of success. We recognise that learning is a journey, and we commit each day to doing our very best for our students. As a welcoming school, we foster a 'no blame' culture in which staff work collaboratively for the good of every child. It is essential that all colleagues share our determination and belief that every student can and will achieve their very best.

As a United Learning school, our shared mantra is 'The Best in Everyone'. This underpins all aspects of our work. We are looking for people who want the best for every young person, regardless of background.. We are earnest in our commitment to safeguarding our young people, and we promote a shared leadership of developing the holistic student.

I hope this recruitment pack provides all the information you need, and I encourage you to explore our website for further insight into our school community. You are warmly invited to contact us or arrange a visit to see Marsden Heights Community College in action and meet our wonderful students and staff. Please visit: www.marsdenheights.co.uk

I look forward very much to welcoming you to our school.

With kind regards



Our Ethos & Values

At Marsden Heights Community College, our vision is work together to ensure that every student reaches their full potential every day and is prepared for life after school.

Our Ethos	Our Values
<p>Students are proud to be members of Marsden Heights Community College and aspire to demonstrate these characteristics in lessons and when representing our school:</p> <p>AMBITIOUS</p> <p>To aim to be the best version of yourself, in all that you do.</p> <p>CONFIDENT</p> <p>To have the courage of their convictions and to take risks in the right cause.</p> <p>CREATIVE</p> <p>To imagine possibilities and make them real.</p> <p>RESPECTFUL</p> <p>To be respectful in all that they do.</p> <p>ENTHUSIASTIC</p> <p>To seek opportunity, find what is good and pursue their talents and interests.</p> <p>DETERMINED</p> <p>To overcome obstacles and reach success.</p>	<p>We foster an environment where our values are at the core of everything we do:</p> <p>RESPECT</p> <p>At our school, respect is at the heart of everything we do. We foster an inclusive and diverse community where everyone feels safe, valued and heard.</p> <p>ASPIRATION</p> <p>We inspire students to aim high, take pride in their progress, and embrace every opportunity to grow and succeed in school and beyond.</p> <p>RESILIENCE</p> <p>Our students develop self-discipline, confidence and positivity to overcome obstacles, support each other, and thrive both in school and life.</p>



The Role

Salary: £28,227.00 FTE Benefits including: Local Government Pension Scheme, Health Care Cash Plan, Generous Staff Discount scheme, 3 extra inset days for planning, at least one personal leave day per year.

We are seeking a dedicated and enthusiastic Level 3 Teaching Assistant to join our supportive and welcoming school community. The successful candidate will work closely with teachers to support students learning, helping to create an inclusive, positive, and engaging classroom environment.

The successful candidate must:

- Someone who is passionate about the education of young people and who will inspire our students.
- Someone who shares our moral purpose of ensuring that all of our young people receive the best education possible in a supportive environment from people who care about them.
- Contribute to maintaining a safe, stimulating and inclusive environment.

Closing Date: 6th July 2026

This job description is current at the date shown but following consultation may be changed by the Principal to reflect or anticipate the changing demands of the post commensurate with the grade and job title.

Rewards & Benefits

Rewards and Benefits

Our pledge, to all our academy teachers, is that by working for us you will benefit from **more pay, more time, and more support.**

More pay...	More time...	More support
<ul style="list-style-type: none">• We pay an average of 5% above national scales – the best rates of pay in the sector.• Cash towards medical treatment.• Generous staff discount scheme.	<ul style="list-style-type: none">• Three extra INSET days for planning.• At least one personal day a year.	<ul style="list-style-type: none">• Great training for your career.• Exceptional curriculum resources.• Expert subject advice.• Support for your wellbeing.

Marsden Heights Community College is part of United Learning, a large, and growing, group of schools aiming to offer a life changing education to children and young people across England.

United Learning work as a team to achieve more by collaboratively than any single stand alone school could. Our subject specialists, our Group-wide hub, our own curriculum, and our online learning portal all help us share knowledge and resources, helping to simplify work processes and manage workloads for an improved work-life balance

Join Us

We warmly welcome prospective candidates to visit us and experience our ethos firsthand. We believe that seeing the school in action gives the clearest picture of the impact you can make as Vice Principal. A school visit offers the chance to:

- Meet our committed staff and enthusiastic students
- Experience our positive learning environment
- See how our values shape daily school life
- Learn more about our improvement priorities and our aspirations for the future

Arrange a tour, call us on 01282 683060

How Accessible is Nelson?



- The most direct motorway route from Manchester to Nelson is via the M65 and M66, and typically takes 45 minutes.
- Train journeys from Manchester are regular, with changes at Blackburn or Preston.
- Regular regional bus routes, including the X43, provide straightforward travel to Manchester and surrounding areas.
- The Accessible Nelson project is improving traffic flow, walking routes and multimodal transport connections throughout the town.

Why is Nelson a Great Place to Live and Work?

- A friendly, diverse community with affordable housing and strong local amenities.
- A balance of urban access and natural beauty, including proximity to the Pennines and Pendle Hill.
- Ongoing regeneration and infrastructure investment make it an increasingly dynamic place to live and work.

Learn More About Joining Our Team

Discover what makes Marsden Heights Community College a great place to work. Visit the Recruitment section of our website to explore our values, opportunities, and what you can expect when you become part of our community.

www.marsdenheights.co.uk/work-with-us



JOB DESCRIPTION
TEACHING ASSISTANT - LEVEL 3

Hours of work:	37.5 hours per week	Contracted weeks:	Term Time Only (39 weeks)
Supporting work/life balance:	5 Inset days per year, plus an additional 3 planning days, at least one personal day per year		
Reporting to:	SENDCO	Direct Reports:	
Salary:	£28,227.00 FTE	Employer Pension contribution:	Local Government Pension Scheme

Purpose of the Role: The Teaching Assistant takes responsibility for the day-to-day operation of provision made by the Academy for students with cognition and learning difficulties (including ASD, ADHD, Dyslexia, Dyspraxia and Dyscalculia). The Teaching Assistant provides professional guidance in this strand of SEND in order to secure QFT and the effective use of resources to bring about improved standards of achievement for all students.

Key Responsibilities:

Strategic direction of provision

Working with the SENDCo, Lead Learning Coach and the rest of the team:

- Ensure that objectives of the Academy SEND policy are reflected in school.
- Ensure the effective implementation of Exam Access Arrangements in line with JCQ requirements and guidelines.
- Ensure effective systems of communication, including feedback about students' learning to inform future planning.
- Monitor the needs of students.
- Liaise and coordinate with external agencies.

Teaching and Learning

Working with the SENCO:

- With students to ensure they can access the curriculum, developing their independence and resilience, and removing any barriers they may face.
- With parents/carers recognising that they know their child best and therefore ensuring that we adopt a student centred approach.
- With the wider school community, local authorities, specialist providers and other external agencies to develop provision that focuses on access for all and meets the individual needs of our students.
- Support in the Assess, Plan, Do and Review process, creating, amending and sharing Individual Learning Plans with staff.

Main Responsibilities

Working with the SENCO:

- Assist in the educational and social development of students under the direction and guidance of the SENDCo and other professionals.
- To support students in order to achieve the purpose of the role both within the classroom and through intervention.
- Plan, carry out and review interventions with small groups and/or individuals to provide high quality support on targeted areas of need.
- Liaise and work in partnership with other learning coaches and co-professionals to provide a well-rounded range of support for students to reach their true potential.
- Work with other professionals, both internal and external, as necessary, offering feedback and implementing recommendations.
- Observe students who are facing barriers to their learning and may have a special educational need, and feedback to the SENDCo.
- Observe students in their lessons to identify their areas of strength and areas for development for their ongoing intervention plan (Individual Support Plan).
- Promote resilience and harness students' independence in order to prepare them for learning post 16 and into adulthood.
- Attend whole school training, department briefings, INSET and other relevant training, with the desire to continuously improve practice and share best practice.
- Utilise MHCC's Arbor management system and other data tracking platforms to analyse pupil achievement, attendance, behavioural logs and rewards to plan suitable interventions and mentor students.
- Contribute to the Raising Standards agenda within MHCC to support the progress of students.
- Keep up to date with relevant research and findings on your specialist area and how best to support students with this need, both academically and socially.
- Complete tracking data and records of involvement with each student, evidencing the graduated response.
- To collect feedback, contribute to and review Education, Health and Care Plan (EHCP) outcomes and attend EHCP annual reviews for students with your specialist area, under the direction of the SENDCo.
- Provide relevant updates and continuous CPD to all stakeholders including subject teachers on effective classroom support for key students.
- Set a good example in terms of professional dress, punctuality and attendance.

Safeguarding

- Undertake regular safeguarding as required.
- Ensure that statutory requirements for Safeguarding are met.
- To promote the safeguarding of young people.
- Participate in staff training.

General Responsibilities:

- Contribute to the overall ethos and work aims of Marsden Heights.
- Provide a courteous reception to staff, young people and their parents, carers and families, and other visitors.
- Attend and participate in open evenings.
- Uphold Marsden Heights' behaviour code and uniform regulations.
- Set a good example in terms of punctuality and attendance.
- Participate in training and other learning activities as required.
- Undertake relevant training as required to support the functions of the post and to enhance personal development.
- Attend meetings as and when required.
- Undertake any other duties as specified by the SENDCo.

JOB SPECIFICATION**Job Title: Teaching Assistant - Level 3**

EDUCATION AND QUALIFICATIONS	ESSENTIAL	DESIRABLE
GCSE English and Maths (grade C/4 or higher).	X	
Support Teaching and Learning Qualification.		X
A Levels in English and Maths.		X
NVQ level 3 qualification or above – appropriate to the post (or equivalent)		X
Training in relation to children with learning difficulties.		X
Completion of JCQ Examination Access Training or similar (* where this is not evident a willingness to commit to this training will be essential) .		X
EXPERIENCE		
Working with children across the age and ability range appropriate to the role.		X
Working with neurodivergent children.		X
Recent professional development in SEND.		X
Working with children with additional needs in a similar role.		X
Experience of supporting students with ASD, ADHD, Dyslexia, Dyspraxia and Dyscalculia.	X	
Experience of supporting/co-ordinating student exam access arrangements in a school setting.	X	
Experience of working in a relevant classroom situation or 1:1 small group.		X
Experience of administrative work.		X
Experience of supporting students with challenging behaviour.		X
Experience of supporting literacy or numeracy developments.		X
SKILLS & KNOWLEDGE		
The ability to use IT effectively to support tasks and activities.	X	
Good written and verbal communication skills, fluent in English.	X	
A broad understanding of effective learning strategies/styles.		X
Ability to recognise potential barriers to learning and an ability to develop plans to overcome these.		X
Understanding of different strategies to manage behaviour and social skills development in a classroom context.		X
Working knowledge of strategies available to support children with additional needs.		X
Knowledge of the role of external agencies and the role that they can play to provide support for students.		X
Good problem-solving skills.	X	
Effective record keeping.	X	
Ability to work as part of a team.	X	

Ability to supervise and assist students.	X	
Knowledge of one or more of the following - ASD, ADHD, Dyslexia, Dyspraxia and Dyscalculia.	X	
Flexible attitude to work.	X	
Knowledge of classroom roles and responsibilities.		X
First Aid Certificate.		X
Administrative skills with a particular focus on baseline testing.		X
Knowledge of Foundation Stage/National Curriculum.		X
PERSONAL CHARACTERISTICS		
A commitment to own continuous professional development and learning.	X	
Demonstrates a commitment to treating others fairly, consistently and with respect championing our inclusive culture.	X	
Passionate about making a difference to young people and our communities.	X	
Approachable and patient.	X	
Committed to the safeguarding of young people.	X	
Adaptability and resilience.	X	
Energy, ambition and enthusiasm.	X	
Ability to lead and work as part of a team.	X	
Flexibility to respond to emerging initiatives which support students learning.	X	
Interest in educational issues.		X
Interest in student welfare needs.		X
Proactively engage with activities outside the classroom, working as part of a team to oversee students and support with activities, such as break, and lunch duties, before and after school clubs.	X	
Supervise students on visits and trips outside of school as required.	X	