Education Partnership Trust

Ambition • Inclusion • Achievement

# Candidate Information Pack

## Teaching Assistant Level 2

## The Heights Burnley



# A message from the Headteacher

Thank you for expressing an interest in the position of Teaching Assistant Level 2 at The Heights, Burnley.

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

We are an age 5-16, 150-place alternative provision school in Burnley who have recently been judged 'Good' in all areas by Ofsted. The Heights, Burnley is a thriving, ambitious community that places the best interests of young people at the heart of everything we do. We are part of the Education Partnership Trust (EPT), serving the community of Burnley, Pendle, Rossendale, Hyndburn and The Ribble Valley. We have a fantastic student cohort and dedicated staff that thrive on a culture of high expectations.

At The Heights, Burnley, we are proud to provide a safe and inclusive learning environment: promoting positive attitudes and respect. Through instilling our PRIDE values of Perseverance, Respect, Initiative, Drive and Excellence, we aim to nurture our students' character, self-esteem, personal and social development. We are committed to providing the best educational experiences and opportunities for our students. Our vision is to ensure an excellent 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. Our Ofsted report highlights that 'parents spoke candidly about how the school has changed not only their child's life, but also that of the whole family.'

We aim high at The Heights, Burnley and expect high standards of behaviour and academic effort. Every student at The Heights, Burnley is encouraged to have ambitious goals and is responsible for creating a culture of high expectations and academic excellence. Ofsted inspectors noted and praised the good behaviour of pupils in lessons, the ambitious curriculum and the support for each pupil and the calm atmosphere around school. 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 The Heights, Burnley 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.

The Heights, Burnley is a successful age 5-16, 150 place alternative provision and over the past three years has achieved the following:

- 100% of our year 11 cohort moved into further education, employment or training.
- 98% of respite students successfully transitioned into their next phase of education.
- Established working relationships with over 40 mainstream schools.
- Established as the 'school of choice' for alternative provision in the local area.

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 the School Business Manager dbury@theheightsburnley.com



**N. Lewis**
Headteacher



Education Partnership Trust

Thank you for your interest in working with us at the EPT. We are a well-established, inclusive and successful Multi Academy Trust, focussed on improving the outcomes of all our pupils.

We place pupils at the centre of all decision making to ensure they achieve the highest academic standards and reach their full potential. Raising the achievement of disadvantaged pupils is of particular importance to us.

I wish you all the best with your application.



**Mark Cocker**
Chief Executive Officer

## Our Vision

Raising achievement through ambitious, inclusive schools.

## Our Values

**High Expectations**
We have high expectations and standards for every pupil, every colleague and every school.

**Commitment**
We are committed to removing barriers so that every child can succeed.

**Excellence**
We pursue excellence in all that we do, empowering every learner to achieve strong outcomes and thrive with confidence in their future.

**Job Advertisement**

# Teaching Assistant – Level 2

**Hours:** **32.25 hours**
**Weeks Worked:** **Term Time Only 39 weeks**
**Start Date:** **4th January 2027**
**Salary:** **SCP 6 – 11 (actual Salary £20,580 to £22,585 per annum)**

The Heights, Burnley wishes to appoint a hardworking, enthusiastic and committed 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 instruction/guidance of teaching/senior staff (or HLTA leading the class in the short-term absence of the class teacher), to implement planning and assessment, working with individual or small groups of pupils 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.
- Providing feedback to pupils in relation to their progress and achievement, under the guidance of the teacher
- Promoting good pupil behaviour and dealing with conflicts and incidents in line with school policies.

**What are the job requirements?**

- GCSE or Equivalent qualification in English and Mathematics at level 9 – 5.
- Child Care/NVQ/ other relevant qualification (related to education is desirable) at level 2.
- Experience of working with children in an educational setting in particular meeting the needs of children who may face barriers to learning.
- Experienced in sound behaviour management techniques.

- Knowledge of how to support the development of social communication and literacy skills, promoting high standards of literacy, articulacy and numeracy.
- Ablity to work as a member of a class team to support planned lessons.
- Can break down given planned tasks into small steps of learning and can give focused feedback on progress made and next steps.
- Has the ability to relate well to children
- Can work as part of a team
- Good time management and organisational skills

**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:** **27th November 2026 @ 9:00am**
**Interview date:** **w/c 1st December 2026**

**Safeguarding and Pre-Employment Checks**

The Education Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended).

Any offer of employment will be subject to satisfactory pre-employment checks, including references, an enhanced Disclosure and Barring Service (DBS) check, an online search for shortlisted candidates, and any other statutory safeguarding checks relevant to the role, including a prohibition from teaching check where applicable.

Education Partnership Trust is committed to being an inclusive employer where everyone is treated with dignity, fairness and respect. We value the diversity of our workforce and recognise the strengths that different backgrounds, experiences and perspectives bring to our organisation. We are committed to ensuring that no employee, worker, volunteer or job applicant is disadvantaged because of a protected characteristic, as defined by the Equality Act 2010. We actively promote equality of opportunity, foster a culture of belonging, and seek to ensure that our policies, practices and decision-making processes are inclusive, accessible and free from discrimination.

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**

# Teaching Assistant – Level 2

**Reports to:** **SENCO**
**Grade:** **SCP 6 – 11**

## Job Purpose

- To work under the instruction/guidance of teaching/senior staff (or HLTA leading the class in the short-term absence of the class teacher), to implement planning and assessment, working with individual or small groups of pupils 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.
- Providing feedback to pupils in relation to their progress and achievement, under the guidance of the teacher
- Promoting good pupil behaviour and dealing with conflicts and incidents in line with school policies.

## Key Responsibilities and Accountabilities

- To work under the instruction/guidance of teaching/senior staff or the HLTA covering the class teacher, implement structured learning activities and to assist individual/group of pupils to complete tasks.
- Support the development of pupils' literacy skills in all lessons.
- Support social communication skills always.
- To undertake activities to assist in monitoring the personal social and emotional needs of pupils.
- Support the development of pupils' independent learning and independence skills.
- To develop positive relationships with pupils to assist pupil progress and attainment.
- Feedback to the class teacher on the progress made by individual pupils throughout the lesson verbally and in written form.

- Providing feedback to pupils in relation to their progress and achievement, under the guidance of the teacher.
- 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.
- Provide support for pupil's emotional and social needs by encouraging and modelling positive behaviour in line with the School's Behaviour Policy.
- Assist with the general pastoral care of the pupils, following Health Care Plans as necessary and dealing with conflicts and incidents in line with school policies.
- Actively engage and supervise pupils during unstructured time and transitions as necessary for their safety.
- Prepare the classroom 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/SLT.
- 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 with the teacher if required.
- To assist in providing an atmosphere in which effective learning can take place.
- To support the promotion of positive relationships with parents, carers and outside agencies.
- To work within school policies and procedures.
- To attend staff training as appropriate.
- To take care for their own and other people's health and safety.
- To be aware of the confidential nature of issues related to home/pupil/teacher/school work.

**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.

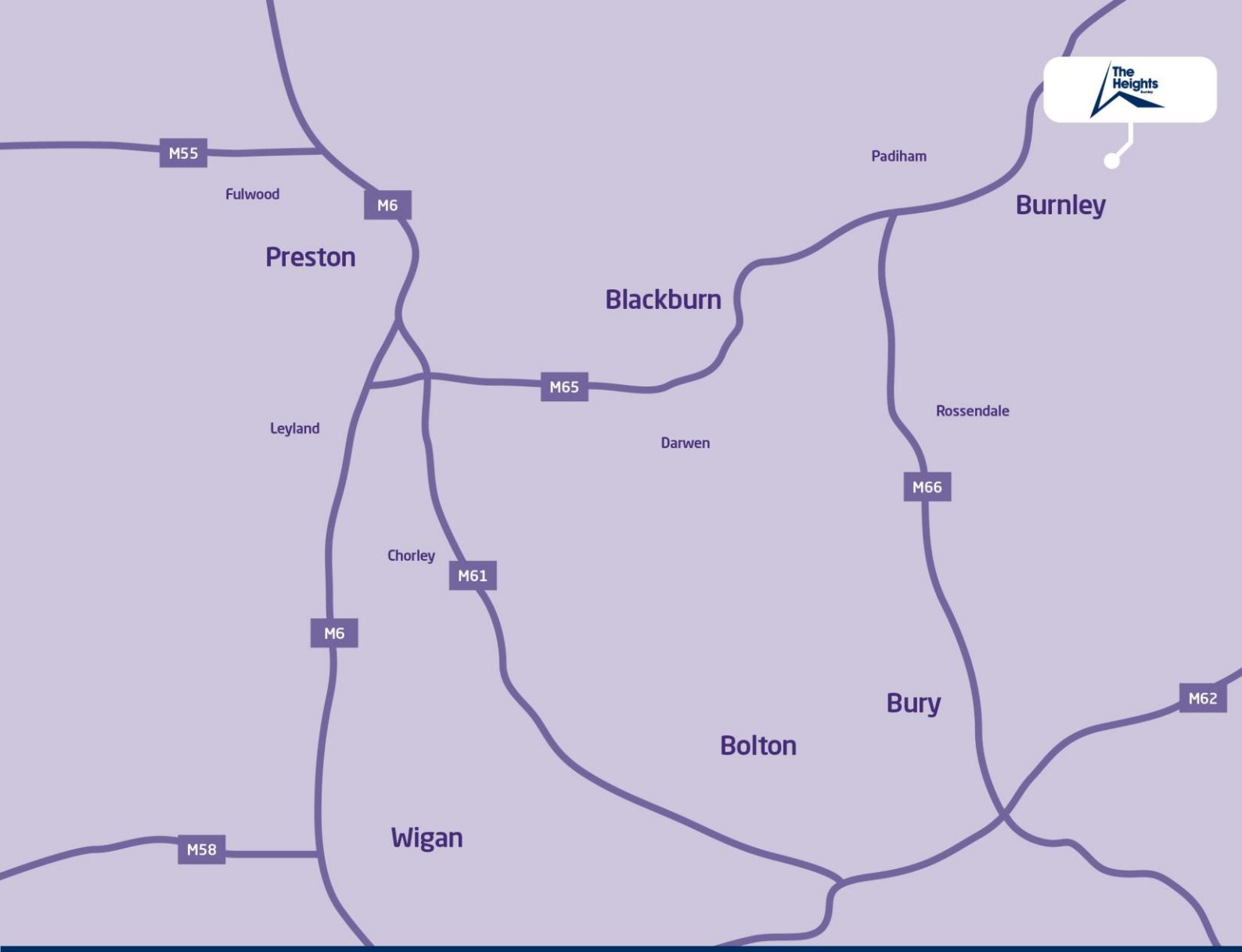
Person Specification

# Teaching Assistant – Level 2

**Reports to:** SENCO
**Grade:** SCP 6 – 11

| | | | Assessed by: | |
|---|---|---|---|---|
| **No** | **CATEGORIES** | **Essential/ Desirable** | **App Form** | **Interview /Task** |
| **QUALIFICATIONS & EXPERIENCE** | | | | |
| 1. | GCSE or Equivalent qualification in English and Mathematics at level 9 – 5. | **E** | **X** | |
| 2. | Child Care/NVQ/ other relevant qualification (related to education is desirable) at level 2. | **E** | **X** | |
| 3. | Experience of support work with children in an educational setting. | **E** | **X** | **X** |
| **KNOWLEDGE & UNDERSTANDING** | | | | |
| 4. | Knowledge of The National Curriculum and Schemes of Work in Literacy and Numeracy. | **D** | **X** | **X** |
| 5. | Experience of working with or caring for children of relevant age | **E** | **X** | **X** |
| 6. | How to support the development of social communication and literacy skills, promoting high standards of literacy, articulacy and numeracy. | **E** | **X** | **X** |
| 7. | How to support the development of independence. | **E** | **X** | **X** |
| 8. | How to support phonics and reading development including use of cued articulation. | **E** | **X** | **X** |
| 9. | Excellent written communication skills and a high level of ICT literacy. | **E** | **X** | **X** |
| **SKILLS** | | | | |
| 10. | Ability to relate well to children | **E** | **X** | **X** |
| 11. | Ability to work as part of a team | **E** | **X** | **X** |
| 12. | Good time management and organisational skills | **E** | **X** | **X** |
| 13. | Knowledge of the concept of confidentiality | **E** | **X** | **X** |
| 14. | Flexible attitude to work | **E** | **X** | **X** |
| 15. | Good numeracy and literacy skills | **E** | **X** | **X** |
| 16. | First Aid Certificate | **D** | | **X** |
| 17. | Is able to work as a member of a class team to support planned lessons. | **E** | **X** | **X** |

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|---|---|---|---|---|
| 18. | Is able to build and maintain successful and positive relationships with pupils, treating them equitably with respect and consideration. | **E** | **X** | **X** |
| 19. | Can break down given planned tasks into small steps of learning and can give focused feedback on progress made and next steps. | **E** | **X** | **X** |
| 20. | Can use ICT effectively to support learning and general administrative tasks. | **E** | **X** | **X** |
| 21. | Can self-evaluate effectively to improve own practice. | **E** | **X** | **X** |
| 22. | Hold a UK driving license and, after training is provided, be willing to drive minibus (desirable). | **D** | **X** | **X** |
| **PERSONAL QUALITIIES** | | | | |
| 23. | Proven ability to listen to, understand and work effectively with all children, staff and parents/carers. | **E** | **X** | **X** |
| 24. | Ability to work under pressure and to meet deadlines. | **E** | **X** | **X** |
| 25. | 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** | **X** | **X** |
| **PROFESSIONAL VALUES AND PRACTICE** | | | | |
| 26. | Be positive and respond to situations in a calm, professional manner at all times. | **E** | **X** | **X** |
| 27. | Be self-motivated, creative, robust and resilient. | **E** | **X** | **X** |
| 28. | Carry out responsibilities while being flexible and adaptable. | **E** | **X** | **X** |
| 29. | At all times model good relationships, attitudes and behaviour | **E** | **X** | **X** |
| 30. | Understand and respect social, cultural, linguistic, religious and ethnic backgrounds | **E** | **X** | **X** |
| 31. | Work collaboratively within a team using own initiative | **E** | **X** | **X** |
| 32. | A high level of commitment to safeguarding, inclusion and equality in all aspects of school life. | **E** | **X** | **X** |
| 33. | Demonstrate a willingness and ability to improve own practices and to act on feedback. | **E** | **X** | **X** |
| 34. | Support the Head Teacher and Deputy Head Teacher in their duty to ensure that the school meets its educational aims to deliver the best possible educational outcomes for pupils. | **E** | **X** | **X** |




# Contact

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An Education Partnership Trust School