

The people behind
the magic.



HONLEY
HIGH SCHOOL



JOIN OUR TEAM

Educational Teaching Assistant in the Additionally Resourced Provision for pupils with Complex Communication & Interaction Needs

Salary: Band D (NJC point 7-11) Actual Salary: £18,023 - 19,210

Hours: 30 hours Monday to Friday 08:15 – 15:00, (part time considered - full days only – please include specific details clearly in your application)

Positions: 2 available

Contract: Term time only, temporary until 31 August 2026 in the first instance due to funding available

Closing Date: Monday 6 October 2025 at 9am

Interview: tbc

Start Date: 3 November or earlier

We reserve the right to close this vacancy early if we receive sufficient applications for the role. Therefore, if you are interested, we would encourage you to submit your application as early as possible.



Together
Learning Trust



THE SCHOOL

Exceptional opportunities, exceptional outcomes

We are proud of the high quality education we offer at Honley. We are traditionally one of the highest performing schools in the region and this is directly attributable to the hard work and dedication of our entire staff team. We want our children to be the best that they can be and so there is a continual drive to develop and improve as professionals. As Ofsted stated following our last inspection: *"Pupil outcomes are good because teachers have high expectations of what children can achieve and plan interesting tasks that engage pupils in their learning."*

But these crucial years of adolescence are about more than exceptional performance in examinations. The world is changing more rapidly than any one of us can predict, and if our children are to thrive, they will need to develop personal skills and qualities alongside their academic qualifications. They will need a questioning mind, perseverance and resilience. They will need to be adaptable, creative and self-disciplined. These attributes are hard to measure but equally important, and we see it as our duty to develop students' character, as well as pursuing academic excellence.

We are nationally recognised for our sporting achievements and have a proud and enviable record in technology, drama and the creative arts.

Honley High is a fantastic place to work and learn and we are always aiming to develop even further. We live by our school motto. The quality of every interaction we have with students and staff establishes a culture where everyone can 'strive for the highest' and achieve great things.

We are looking for an extraordinary individual to join our school and really make a difference in the lives of our young people.

Liz Lord, HEAD OF SCHOOL



"I am pleased that the school has such high standards and expectations for the children and encourages them to meet these at all times; this sets the children up for later life. Whilst striving for these standards, the school maintains a nurturing environment."

- PARENT COMMENT

EXPLORE MORE

www

www.honleyhigh.co.uk



HonleyHighSchool



@HonleyHighUK



When schools collaborate, incredible things happen.

Together Learning Trust is a thriving group local family of schools. We have three secondary schools, two school sixth forms, five primary schools and a special school, inspiring 5800 young people. We are driven by a shared commitment to providing magical learning experiences for all our children and a belief that all of them can achieve great things.

Exceptional achievement stems from developing world class teaching and learning. Creativity is the core of our values. Our staff are amazing, in both the relationships they forge and the incredible range of opportunities they make possible. We get great results, but we give and expect so much more. We are shaping a generation of future global citizens with the character they need to succeed; with the integrity and commitment to excellence that will enable them to thrive.

Together Learning Trust schools are wonderful places to work. We value and support our team across all our schools, and recognise the ideas, experience and expertise of our staff. Being part of the Trust opens up new opportunities for staff development. The Trust schools work closely together to identify and then implement the best school improvement strategies across its schools. Our aim is to grow great people and talent.

We cherish our staff, support their wellbeing and enable them to flourish. Being part of Together Learning Trust feels special due to the unique nature of the schools and the opportunities it brings for staff, students and communities to collaborate. For everyone involved in our Trust our mission is simple. To **Grow, Excel, and Learn Together**.

What could we do, together?

DAVID LORD, CHIEF EXECUTIVE OFFICER



"Working with such creative, professional and dynamic staff from other schools in the trust has helped make my job much more enjoyable and manageable, whilst reducing workload."

- DAMIAN BALL

Assistant Headteacher, The Brooksbank School

EXPLORE MORE



www.togetherlearningtrust.co.uk

Together
Learning Trust

THE JOB

Educational Teaching Assistant

We are seeking to recruit a talented and enthusiastic individuals to join our team of staff within the Additionally Resourced Provision for students with Complex Communication and Interaction (CCI) needs including those with Autism Spectrum Condition (ASC).

You will work as part of a team including teachers and other support staff to support the learning and welfare of our students who have Educational Health and Care Plans (EHCPs), as part of the Additionally Resourced Provision within the mainstream school.

The role includes helping students by providing practical support which will promote and facilitate learning, educational activities, the development of social skills and integration to secure the educational and emotional well-being of our students.

What we're looking for

You will be a professional and a positive role model able to instill confidence and translate a 'can do' attitude to students to enable them to achieve their full potential. You must have excellent communication and inter-personal skills, the ability to offer a calming and reassuring presence and be open, approachable and committed to meeting the needs of students both in and out of the classroom.

What you'll get in return?

You'll be joining a school and Trust which is all about putting staff first – with numerous wellbeing initiatives and social events to enjoy each term!

In addition to this you will benefit from:

- Automatic enrolment to the West Yorkshire Pension Fund
- A Supportive and forward-thinking Leadership Team
- Staff development through appraisal and CPD
- Working as part of a creative and supportive team who want the best for all of our students
- Free Parking
- Cycle to Work Scheme
- Eye Care
- Annual Flu Vaccines
- Home & Technology Scheme
- Rewards and discounts
- GP Online and Prescription Service
- Your Care Wellbeing package
- Lifestyle benefits (discount platform)

If our school sounds like a place in which you could really make a difference, then we'd love to hear from you.

A tour of the School and Additionally Resourced Provision will be available, please contact Nicola Pogmore our Personal Assistant to the Senior Leadership Team via n.pogmore@honley.tlt.school to arrange this.

About Our Department

The Additionally Resourced Provision for pupils with Complex Communication & Interaction (CCI) needs is a 20 place provision for pupils who need additional support to address their needs. We are proud to be an integral part of Honley High School.

Places in our provision are allocated by Kirklees SENDACT, via the annual review process. All of our pupils have CCI needs and all have Education, Health and Care Plans (EHCP). Our pupils are all very different so there are never two days the same!

We currently have 1 teacher -in-charge, 2 part time specialist teachers and 14 Educational Teaching Assistants (ETAs). We are very proud to have a wonderful team of friendly, experienced and professional staff who are able to bring out the best in the pupils. Several staff members have children with Autism and understand the journey many parents take to best support and care for their children.

Pupils attend the majority of their lessons in the mainstream school, sometimes with support from specialist staff from our provision. Most pupils attend form time with their peers, although some have additional intervention programmes during this time, such as dyspraxia movement group or additional literacy or numeracy sessions.

We aim to support our pupils to understand themselves and to be able to develop strategies that will help them achieve their best with us and be ready for life beyond high school.

We are also here to support families and we work closely with parents and carers to achieve a

Honley Resourced Provision

Where little things are big things.

Where 'soft' skills are taught as hard facts.

Where every day is a new day.

Where every achievement is a celebration.

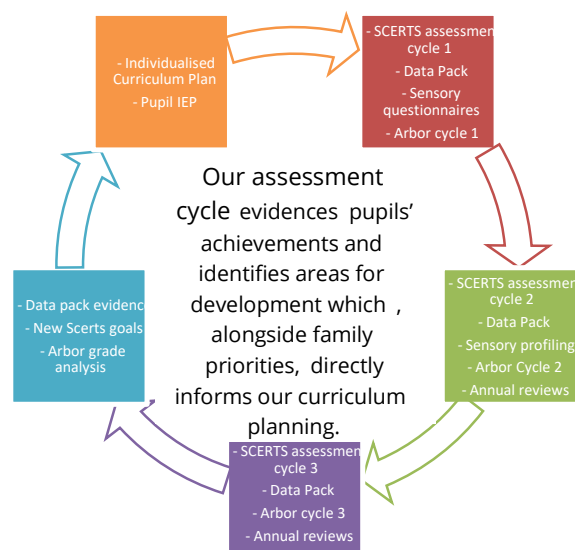
*Where **everyone** is valued.*

consistent and beneficial relationship in order to nurture and support our pupils effectively.

Our Curriculum is developed around the four key areas of knowledge and skills that our pupils require to develop their understanding of themselves and the world and to increase their independence. These are:

- Social skills and understanding
- Emotional regulation
- Preparation for Adulthood
- Bespoke additional skills

Provision pupils take part in these bespoke lessons (often instead of Modern Foreign Languages, Citizenship or RE) following the assignment of targets through our assessment cycle:



JOB DESCRIPTION

Educational Teaching Assistant

Job Title: Educational Teaching Assistant (Additionally Resourced Provision)

Salary Grade: Band D/Grade 6 (SCP 7-11) £16,583 - £17,734 [30h/wk term time only]

Line Manager: Teacher In-charge of Resourced Provision

Start Date: November 2025

Purpose of the post:

- To provide support for children with Complex Communication and Interaction needs including those on the autistic spectrum, their families and designated local mainstream schools
- To support the learning and welfare of targeted children and where appropriate ensure smooth transition to their designated local school
- To assess need, providing learning and educational activities, developing skills, supporting integration and transition, securing children's physical and emotional well-being, whilst raising self-esteem and encouraging independence
- To deliver a combination of support on a one-to-one and small group basis either in or out of the classroom or specialist provision base
- To work with staff from other schools (as required) in order to prepare them to fully meet the needs of the children in their local mainstream school
- To communicate effectively with parents, students and colleagues to effectively promote and support the wellbeing and safeguarding of all
- To engage fully with the school professional development, quality assurance and performance management processes in order to develop practice and provide the highest standards of education and care for our young people

Key responsibilities:

Learning support

- To undertake duties in accordance with school practices and procedures and uphold the school's core values at all times
- To contribute toward the planning and implementation of structured and agreed learning activities and inclusion programs
- To liaise closely with teaching staff of an identified child to ensure that they understand the support strategies being used to engage children with Complex Communication and Interaction needs
- To maintain regular contact with families/carers of children receiving support from the specialist provision are regularly contacted and involve them in the identification of needs, setting of targets and monitoring of progress in all areas

- To provide support and advice to children, families and schools in order to achieve positive outcomes and meet needs
- To support schools and other external agencies are supported as appropriate in the assessment of children's needs, in developing effective support strategies, implementation of additional needs and other plans through modelling of good practice
- To ensure that children successfully transition to the designated local school within agreed timescales as a result of successful staff intervention
- To ensure that appropriate communication and access arrangements are in place and used effectively to enable access to learning and communication
- To ensure that relevant and appropriate support processes are in place under the direction of the Teacher In-charge

Student engagement

- To ensure that children are able to play a full part in school, community and family life
- To ensure that individuals and groups of children are engaged in all learning activities, learn effectively and make good progress
- To ensure that colleagues maintain high expectations of all children to achieve as well as possible
- To ensure that children are managed effectively and appropriately during lessons, break times, lunchtimes and when required travel to and from school or out of school visits and activities
- To ensure that teaching resources are researched, selected and prepared so that they meet the diversity of children's needs and interests
- To ensure that Information Communication Technology (ICT) is used effectively to support learning activities
- To ensure that children's competence and confidence is increased as a result of staff encouragement and feedback
- To ensure that children's records of progress, attendance and attainment, including observations, target setting and review notes, are maintained and analysed in order to evidence outcomes from interventions and actions taken
- To ensure that relevant training and development opportunities are taken up in order to improve practice as required by the Headteacher. (This may include shadowing, attending training courses, participating in coaching and discussion with colleagues.)
- To liaise closely with other staff members (including the line-manager and pastoral teams) to ensure that they understand and support the strategies being used to engage children with school and education
- To support effective liaison with external agencies
- To manage any challenging and/or extreme behaviour of individual children assertively but calmly
- To undertake annual training in appropriate physical intervention and restraint practices and to be prepared and able to apply them if necessary to keep the individual and others safe

Home-school liaison

- To maintain regular contact with parents/carers of students in need of extra support to keep

informed of their child's needs and progress and to secure positive family support and involvement

- To work with school staff to ensure parents and representatives of the community have the opportunity to discuss the education provided by the school
- To attend events out of hours (as directed) particularly those that support parents in encouraging their child to engage and make progress in their education

Other activities

- To contribute toward maintaining displays that celebrate the efforts and achievements of children
- To support with the preparation and maintenance of learning and social spaces prior to their use by children
- To attend and contribute toward team meetings as required

Other Specific Duties

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the Teacher-in-charge and/or Headteacher to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

We are committed to safeguarding children, young people and vulnerable adults. All staff and volunteers are expected to behave in a way that supports this commitment and are subject to an enhanced DBS check.

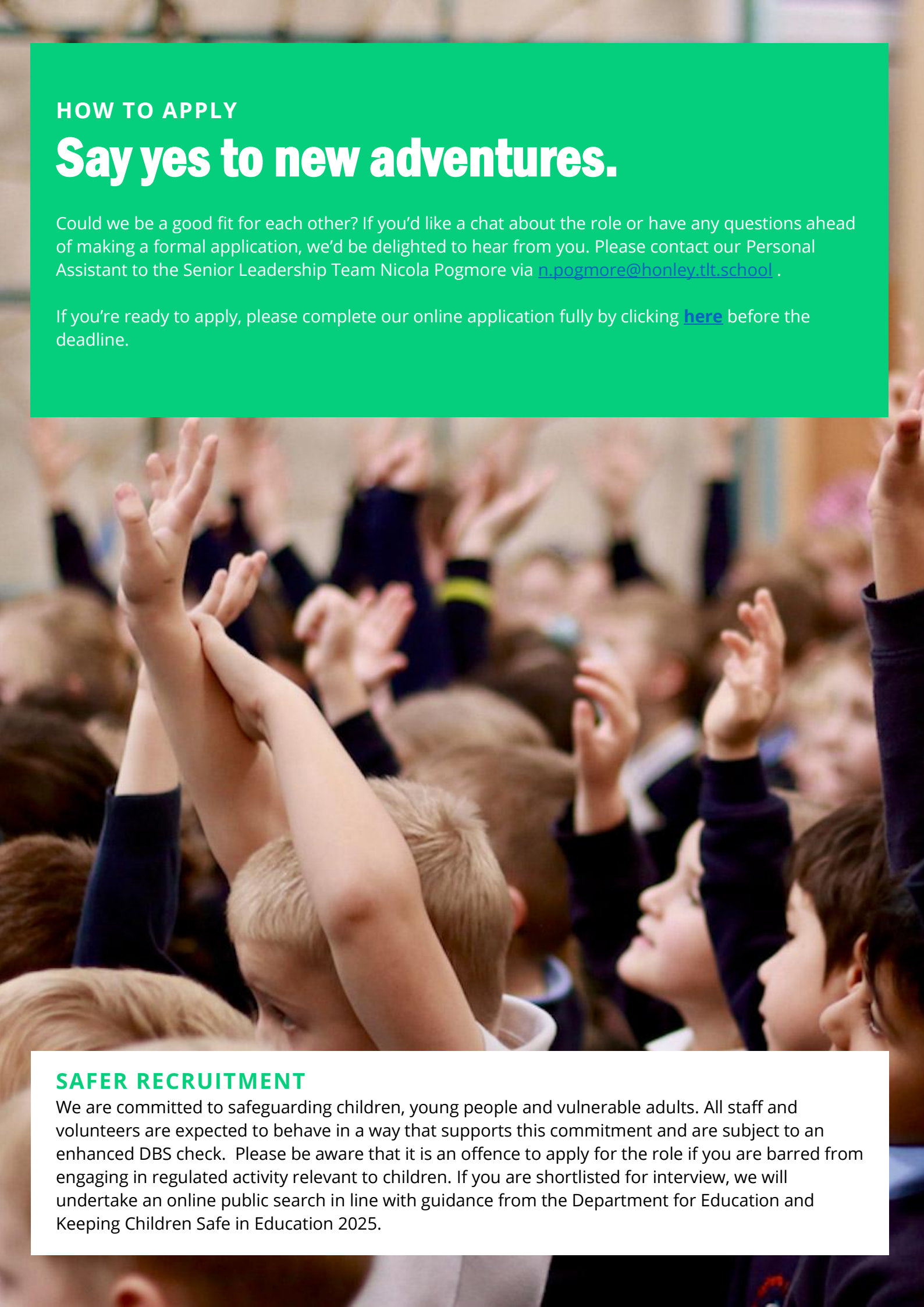


Educational Teaching Assistant

To be assessed

through application, reference and interview.

Criteria	Essential	Desirable
Qualifications		
Functional literacy and numeracy skills – GCSE Grade C or above in English and Mathematics (or equivalent)	✓	
NVQ Level 3 (or equivalent) or ability to work at that standard		✓
Recent and relevant training or CPD		✓
Current First Aid Qualification		✓
Experience		
Previous experience of working directly with children (preferably within a school setting)	✓	
Mainstream secondary and/or special school support experience		✓
Experience of working with children with complex needs		✓
Experience of working with young people with ASD		✓
Experience in addressing personal care issues of young or vulnerable people		✓
Experience of managing challenging and/or extreme behaviour in children		✓
Experience of working closely with families		✓
Experience of quality assurance processes		✓
Knowledge and skills		
Understanding of and commitment to the school Equality policy and how this relates to the duties associated with the role	✓	
Ability to communicate clearly and articulately when dealing with children, parents, staff and the wider community	✓	
Ability to write formally and accurately when producing reports and updating school records	✓	
Knowledge of special educational needs, inclusion and equalities procedures, legislation and relevant guidance		✓
Knowledge of CAF and Safeguarding procedures		✓
Awareness of Health and Safety processes and protocols		✓
Commitment to continuous professional development and coaching	✓	
Personal Qualities		
Commitment to promoting the ethos and values of the school and getting the best outcomes for all children	✓	
Passionate belief in the potential of all young people	✓	
Ability to relate to children/young people from diverse social backgrounds	✓	
Ability to work on own initiative and as part of a team	✓	
High expectation of self and others	✓	
Effective and developed interpersonal skills	✓	
Listen to and reflect on feedback from others	✓	
Excellent punctuality and attendance	✓	
Energy, imagination, enthusiasm and dynamism	✓	
Integrity, loyalty and personal commitment	✓	

A background image showing a large group of children in a classroom, all with their hands raised in the air, suggesting an active learning environment or a voting process. The children are wearing school uniforms, and the focus is on their hands and heads, creating a sense of collective participation.

HOW TO APPLY

Say yes to new adventures.

Could we be a good fit for each other? If you'd like a chat about the role or have any questions ahead of making a formal application, we'd be delighted to hear from you. Please contact our Personal Assistant to the Senior Leadership Team Nicola Pogmore via n.pogmore@honley.tlt.school.

If you're ready to apply, please complete our online application fully by clicking [here](#) before the deadline.

SAFER RECRUITMENT

We are committed to safeguarding children, young people and vulnerable adults. All staff and volunteers are expected to behave in a way that supports this commitment and are subject to an enhanced DBS check. Please be aware that it is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. If you are shortlisted for interview, we will undertake an online public search in line with guidance from the Department for Education and Keeping Children Safe in Education 2025.