



**Higher Level Teaching Assistant  
RECRUITMENT PACK**

# WELCOME FROM THE PRINCIPAL

Thank you for your interest in Rainhill High School.  
I hope you find this information pack helpful. If you would like to know more about us before you apply please see our website [rainhillhighschool.org.uk](http://rainhillhighschool.org.uk) or alternatively contact [jobs@rainhillhigh.org.uk](mailto:jobs@rainhillhigh.org.uk)

Our school has a long and strong record of academic success. The destinations that our students move onto are strong. Our continued focus is on raising the aspirations, achievements and confidence of all our students to ensure they have the best life chances; that all of our students leave us ready to take on the world with conviction and self-assurance. We make no apologies for having the highest expectations of all our students.

Our curriculum is ambitious. Students are expected to work hard, and this is complemented by our excellent pastoral care, support and guidance. You will find the staff here are determined to support academic achievement but also provide a wide range of enrichment and extra-curricular activities both within and beyond the classroom, ranging from trips to New York to football teams in school; all of which are important in building the confidence, resilience and experiences of every child.

Our school's mission is 'In Pursuit of Excellence' in everything that we do and our core values; Learn, Think, Contribute, Care, embody our determination to ensure that all our students receive a first-class education that enables them to take their place in society with confidence. We are a popular and high achieving school on the edge of Merseyside with a very strong reputation locally and significantly oversubscribed.

I am very proud of the continued success of Rainhill High School.



**Mrs J Thorogood**  
Principal



## ROLE OVERVIEW

### COMMENCING:

As soon as possible

### CONTRACT:

Permanent, Full time  
Term Time Only + 3 Weeks

### CLOSING DATE:

9am on Monday 1<sup>st</sup> June 2026

### INTERVIEW DATE:

Thursday 4<sup>th</sup> June 2026

### SALARY:

NJC SCP 23-25 | £31,137 - £32,881 pa  
(FTE £34,434 - £36,363)

### LOCATION:

Rainhill High School, Merseyside  
(Stephenson Multi Academy Trust)

Prospective candidates are warmly encouraged to visit the school. To arrange a visit, please call

**01744 677205**

Please return application form to  
[jobs@rainhillhigh.org.uk](mailto:jobs@rainhillhigh.org.uk)

### Make a Difference Every Day

Are you passionate about helping young people achieve their best?

We are looking for a dedicated and enthusiastic **Higher Level Teaching Assistant** to join our SEND and Inclusion. You will support pupils to grow in confidence, access learning, and experience success — while playing a key role in fostering an inclusive, supportive school environment.

### What You'll Be Doing

- Supporting teaching and learning across classes and small groups
- Leading and coordinating targeted interventions (literacy, social skills, ELSA, emotional regulation, and more)
- Promoting inclusion, independence, confidence and positive behaviour
- Managing the SEND Hub during lessons, break and lunch
- Liaising with teachers, parents and external agencies
- Creating and updating pupil pen portraits
- Using effective strategies to raise pupil achievement

### About You

- Experience supporting pupils with SEND
- Confident, proactive and adaptable
- Strong communication and teamwork skills
- Able to build positive relationships with pupils and staff
- Previous experience working in an educational setting is **essential**

### Why Rainhill High School?

- At Rainhill, we live by our values — **Learn, Think, Contribute, Care.** We are proud of our reputation for excellence and inclusion, and you'll be part of a dedicated, welcoming team that makes a real difference every day.

We are an ambitious, inclusive 11–18 academy within the Stephenson Academy Trust, serving Rainhill, Nutgrove, Knowsley, Widnes and beyond.

If you are passionate about developing others and have the passion to make a lasting difference ensuring every student feels they belong, we would love to hear from you.

*Rainhill High School and Sixth Form is committed to safeguarding and promoting the welfare of children and young people as well as promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued and expects all staff, volunteers and other workers to share in this commitment. This post is subject to an Enhanced Disclosing & Barring Certificate and online searches as part of our Safer Recruitment & Selection Procedures.*



“The culture of improvement is something I love about working for Stephenson Academy Trust. At Rainhill High School, we have a bespoke approach to CPD for all staff members from ECT to Senior leader. Each member of staff is supported to work on their teaching pedagogy through a collaborative approach that meets the needs of the teacher at all stages of their practice. I feel that this quality of education centered approach supports the wellbeing of the staff and allows teachers to make significant and measurable improvements to their teaching and learning pedagogy which in turn supports the students.”

**Rainhill Teacher**

“Helping my child to be the best they can be.”

**Parent**

“A dedicated teacher who encourages and guides my child in lessons. Make the lessons enjoyable and provide positive feedback. An excellent teacher.”

**Parent**

“Because from the caretaker to the headteacher, all the staff are amazing. Thank you.”

**Parent**

“Knowing that my child feels happy/safe whilst eager to learn around her.”

**Parent**

“Fantastic, great communication with parents and great educators, making learning fun and getting results.”

**Parent**

“I couldn’t have asked for a better form tutor for my son. It’s really reassuring to know that there is someone there to support him and check in with him daily. He has thrived since starting high school and I am very grateful for her kindness and reassurance.”

**Parent**



# JOB DESCRIPTION

## HIGHER LEVEL TEACHING ASSISTANT

<b>Trust:</b>	<b>Stephenson Multi Academy Trust    Rainhill High School</b>
<b>Grade:</b>	<b>NJC SCP 23–25    £31,137 – £32,881 actual pa</b>
<b>Contract:</b>	<b>Full time 37 hrs per week, Term time only + 3 weeks Permanent</b>
<b>Start date:</b>	<b>As soon as possible</b>
<b>Responsible to:</b>	<b>Director of Inclusion</b>
<b>Responsible for:</b>	<b>Ensuring, alongside the SENDCO and Assistant SENDCO, effective SEND provision at Rainhill High School leads to excellent outcomes for our SEND pupils, leading and direction.</b>

### Purpose of the post:

The purpose of the post is to work closely with class teachers to raise the learning and attainment of pupils while promoting their independence, self-esteem and social inclusion. The role involves providing support to students, both individually and in groups, to help them access the curriculum, fully engage in learning and experience a strong sense of achievement.

### Duties and responsibilities

#### Support the leadership and management of the SEND department

1. To support in the training and line management of CSAs.
2. To manage the SEND Hub during lessons, break and lunch.
3. To support with referrals to outside agencies
4. To create reviews and update pen portraits.
5. To liaise with parents, students and outside agencies as directed

#### Leading Interventions

6. To lead, coordinate and quality assure targeted interventions such as, phonics and literacy, social skills, sensory seedlings, therapeutic Lego, ELSA mentoring, Tech skills, study skills, emotional regulation, physio.

#### Teaching and Learning

7. Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to increase achievement of all pupils with special educational needs and disabilities (SEND)
8. Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
9. Use effective behaviour management strategies consistently in line with the school's policy and procedures
10. Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
11. Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
12. Observe pupil performance and pass observations on to the class teacher
13. Use ICT skills to advance pupils' learning
14. Work collaboratively with class teachers to best support student's progress and attainment.
15. To lead class teaching with the HUB as and when appropriate
16. Direct the work, where relevant, of other adults in supporting learning

#### Planning

1. Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
2. Read and understand lesson plans shared prior to lessons, if available
3. Prepare the classroom for lessons
4. Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
5. Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
6. Plan how they will support the inclusion of pupils in the learning activities

### **Working with colleagues and other relevant professionals**

1. Communicate effectively with other staff members and pupils, and with parents and carers under the direction of
2. Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
3. With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
4. Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
5. Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
6. Develop effective professional relationships with colleagues.

### **Whole-school organisation, strategy and development**

1. Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
2. Make a positive contribution to the wider life and ethos of the school

### **Health and safety**

1. Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
2. Look after children who are upset or have had accidents

### **Professional development**

1. Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
2. Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
3. Take part in the school's appraisal procedure

### **Personal and professional conduct**

1. Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
2. Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
3. Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
4. Respect individual differences and cultural diversity

### **Other**

1. High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements.
2. To be responsible for improving your own practice through observation, evaluation and discussion.
3. To comply with the Data Protection Act and school policies and procedures.
4. The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.
5. To comply with the school's Health and Safety Policy and associated safeworking procedures and guidelines.
6. To comply with the school's Comprehensive Equality Policy and to ensure that it is implemented within the service area of the post.

### **Generic Responsibilities**

- To work consistently to uphold school's aims
- To work in a co-operative and polite manner with all stakeholders
- To work with students in a courteous, positive, caring and responsible manner at all times
- To take an active and positive role in the school's commitment to the development of staff, and their annual review procedures.
- To uphold all school policy and procedure towards safeguarding and promoting the welfare of children and young people.
- To work with visitors to the school in such a way that it enhances the reputation of the school.
- To seek to improve the quality of the school's service.
- To present oneself in a professional way that is consistent with the values and expectations to the school. The appearance of all staff should at all times always be supportive of school policies for the students e.g. professional and appropriate appearance at all times, including when out of school e.g. trips, CPD etc.

**Additional Duties**

To be willing to be trained as, and to be one of the school's many, First Aid Officers (for support staff recruited after September 2004). Any other duty deemed reasonable, as directed by the Principal/Chief Finance & Operations Officer.

**Review of Performance**

Performance Management reviews will focus on the post holders' responsibilities. There is recognition that however good we are at our jobs, we should embrace the notion of 'continuous improvement'

This post is subject to a satisfactory Enhanced Disclosure & Barring Service check.

The details contained within this job description reflect the content at the date it was prepared. However, it is inevitable that, over time, the nature of the job may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the Trust will expect to revise this job description from time to time and will consult the postholder/s at the appropriate time.

# PERSON SPECIFICATION

Criteria	E/D	A/I
<b>Knowledge and Experience</b>		
Understanding and working knowledge of the national curriculum and other learning programs (within specified age range/subject area) e.g. knowledge of core subject areas	E	A/I/T
Working knowledge and understanding of principles of child development, learning styles and independent learning	E	A/I
Knowledge and experience of planning and leading teaching and learning activities with groups of students	E	A/I/T
Understanding of inclusion, especially within a school setting	D	A/I/T
Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the Age and ability ranges of the learners they support	D	A/I
Knowledge of how to help adapt and deliver support to meet individual needs	D	A/I
Previous experience working in an education setting	D	A/I
Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice	D	A/I
Knowledge and awareness of GDPR requirements and regulations	E	A/I
<b>Qualifications and Training</b>		
Good standard of Education up to GCSE or equivalent including Math's and English-Excellent literacy and numeracy skills	E	A
Minimum 2 years' experience of working with students in an educational setting (within specified age range/subject area)	E	A
Relevant degree/NVQ3/ 4 or equivalent in supporting teaching and learning in schools, Diploma Childcare & Education or other relevant qualification in childcare	E	I
Training in special educational needs strategies	E	A/I
Good ICT skills to support learning	D	I
<b>Skills and Abilities</b>		
Excellent time management and organisational skills	E	A/I
Ability to build and maintain effective working relationships with all pupils and colleagues	E	A/I
Ability to work with sensitive information and maintains strict confidentiality in all forms including electronically written form and verbally	E	A/I
Commitment to safeguarding students' wellbeing and equality	E	A/I
Ability to promote a positive ethos and role model positive attitudes	E	A/I
Ability to work effectively under pressure	E	A/I
Ability to communicate effectively at all levels	E	A/I
Planning own workload to meet deadlines	E	A/I
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	E	A/I
Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	E	A/I/T
Effective Behaviour Management skills	E	I
<b>Commitment to Equal Opportunities</b>		
Ability to understand and demonstrate commitment to equality and diversity	E	A/I

E = Essential element D = Desirable element = Assessed via the application form I = Assessed at interview T = Task



## STEPHENSON TRUST

Stephenson Trust is based in Rainhill, Merseyside and is currently a single school in a multi academy trust. We have several external partners, including Hope University, Ambition Institute, SSAT, Rainbow teaching school hub and the educational endowment fund.

We are now seeking to expand in the next couple of years with those who share our desire to provide an excellent education

In our trust, our vision is one of excellence for everyone, pupils and staff. We believe that by working together, we can make a positive difference to children's lives. We place emphasis on wellbeing, collaboration and professional development for our staff, underpinned by research. Our aim is to ensure our students finish their education with us as well-rounded, well-grounded individuals who will make a positive contribution to society, which is partly achieved by ensuring our workforce is supported and professionally challenged, underpinned by comprehensive CPD programmes and wellbeing initiatives. We offer the following benefits, designed to promote your wellbeing and make your role enjoyable and rewarding.

For the right candidate there will be additional opportunities based on potential, ability and capacity to make a difference across the team and the school.

## BENEFITS OF WORKING FOR STEPHENSON TRUST

- A culture that actively promotes a positive work-life balance
- Local Government Pension Scheme with a generous employer contribution
- Flexible and Family Friendly Policies
- Continued Professional Development
- Lifestyle benefits and discounts
- Competitive salaries
- Free on-site parking
- On-site catering facilities

# HOW TO APPLY

<https://rainhillhighschool.org.uk/about/rhs-vacancies>

## GUIDANCE FOR COMPLETING YOUR APPLICATION FORM

Your application form should be submitted to the school by email to the school's job vacancies email address provided, or by hard copy to the school postal address. Your application consists of two parts; the application form and the optional Equal Opportunities form.

Your application form will be used to measure you against the essential criteria as identified on the person specification. This is your opportunity to sell your skills, abilities and experience. It is important that you read the job description and person specification carefully and ensure that your application is tailored to the role you are applying for. You may also wish to submit a covering letter outlining how your career to date has prepared you for the post.

Take time to check your application form to ensure that you have completed all sections. Also check for any spelling and grammatical mistakes.

The Equal Opportunities form will be used to assist in monitoring the effects of the school's equal opportunities policy in recruitment and selection and will help us to develop and improve.

If you are applying for a post that includes working with children or vulnerable adults please include the date that you left secondary education. We may contact any of your previous employers to confirm information provided in your application.

**Section 6:** This is your opportunity to demonstrate to the shortlisting panel how you meet the essential criteria of the person specification. Use specific examples and evidence of your skills, abilities and experience to demonstrate how you meet the criteria.

**Section 7:** Please provide details of two referees, one of whom must be your current or most recent employer. Referees cannot be relatives or people writing solely in the capacity of friends. If you are applying for a post which involves working with children or vulnerable adults and you are not currently working with children or vulnerable adults, but have done so in the past, please provide details of the most recent employer of this type of employment.

**Section 14:** In line with the statutory guidance document Keeping Children Safe in Education (2024) the trust will conduct online searches after the shortlisting process for any candidates who accept an invitation to interview.

You are required to sign the form to confirm that the information you have provided is accurate and true. Providing false or misleading information could result in your application being rejected, a conditional offer being withdrawn or lead to disciplinary proceedings which may result in dismissal. If you send your application by email, it will be deemed that you have signed the declaration. You will be required to sign a copy of your application form if you are invited for interview or if you are offered the post subject to further checks.

Application forms should be returned to [jobs@rainhillhigh.org.uk](mailto:jobs@rainhillhigh.org.uk)

Please note it is our policy to retain all application forms for unsuccessful applicants for a period of six months, after which time they are securely destroyed.

Click here for the [Application Form](#)





**RAINHILL  
HIGH SCHOOL**

RAINHILL HIGH SCHOOL  
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[WWW.RAINHILLHIGHSCHOOL.ORG.UK](http://WWW.RAINHILLHIGHSCHOOL.ORG.UK)