



**St Cuthbert's
Catholic High School**

Live life in all its fullness

HLTA

(Behaviour Support Base)

Application Pack

November 2025

**MORE THAN
A SCHOOL**





November 2025

Dear Applicant

A warm welcome to St. Cuthbert's. It is a privilege to introduce myself as Headteacher of St. Cuthbert's Catholic High School. Let me start by thanking you for your interest in St Cuthbert's Catholic High School. My colleagues on the Governing Body and I are delighted you are considering making an application for the post of HLTA (Behaviour Support Base) to commence ASAP.

We are a Catholic 11-16 High School in the heart of the community and wonderful things happen at our school every day. Our school has a rich, exciting, broad and balanced curriculum which is expertly sequenced to get the very best from our students. Our teaching and learning is high quality and research-led, and our Pastoral support ensures that all of our children are happy, safe and cared for.

At St. Cuthbert's we challenge our whole school family to live out our core values (which are based on the Gospel Values), every day. We teach our students to have the courage to stand up for what is right, the commitment to know more and be more, the compassion to respect and understand others, and the challenge to work together as one community.

We are proud that our school is well known for its care and recognition of each individual child, its warmth of relationships and its academic excellence irrespective of ability. We are determined to develop the whole child at St. Cuthbert's through our strong Personal Development offer, along with a vibrant extra-curricular and educational visits programme.

Our Vision is clear and our Mission is lived out daily. We are a school where everyone is valued, where everyone matters and where everyone is encouraged to 'live life in all its fulness' (John 10:10). St. Cuthbert's is truly more than a school.

In July 2022, Ofsted Inspectors returned and confirmed that St Cuthbert's continues to be a good school.

In our most recent Catholic School Inspection in May 2025, inspectors reported that *"Pastoral care is exceptional", "Students at St Cuthbert's Catholic High School benefit from a well-established culture of care and inclusion" and "Relationships at all levels are characterised by mutual respect, kindness and compassion and that staff morale is high"*.

I warmly encourage candidates to call me should they wish to discuss the position further, whilst visits to the school can also be arranged. Please telephone my PA, Mrs Geden on 01744 678123, in the first instance to arrange this. On behalf of the Governing Body, I look forward to hearing from you and in receiving your completed application form.

Yours sincerely

Mr Stuart Holland
Headteacher



Our Motto

Live life in all its fullness

John 10:10

Our Mission

St Cuthbert's is a Catholic High School, in which students, staff, governors and friends will work together as a Christian family to live the message of the Good News of Jesus Christ to love God and our neighbour **(Mark 12:29-31)** by:

learning to know and accept the love of God by the way we treat each other and work together **(Matthew 7:12)**

respecting and embracing all cultures and recognising that as individuals we are unique **(Genesis 1:26)**

developing the gifts, talents and aspirations of all students and staff **(Matthew 25:14-30)**

providing the best education for all students and helping them to *live life in all its fullness* **(John 10:10)**

accepting the support of those in our community who work for the good of the school **(Luke 10:25-37)**

reaching out to those who need our help in our world **(Mark 1:39-42)**

protect and take pride in all aspects of our environment so that we become stewards of God's creation **(Psalm 8)**



St Cuthbert's
Catholic High School
Live life in all its fullness



Our Values

Courage
Commitment
Compassion
Community

Our Vision

A vibrant community uniquely created by God, which embraces everyone, especially those in need and celebrates difference. Enabled by a staff dedicated to our Catholic ethos and a culture of excellence, our young people will be inspired to know more, and be more.



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Job Description

POST:	HLTA Behaviour Support Base
GRADE:	SCP 23-25 37 hours per week term time, plus 5 days (39 weeks)
RESPONSIBLE TO:	Behaviour Support Base Manager
RESPONSIBLE FOR:	Supporting students with their individual and academic needs in the Behaviour Support Base and recourses

PURPOSE:

- To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.
- This may involve planning, preparing and delivering learning activities for individuals/groups and monitoring students and assessing, recording and reporting on students' achievement, progress and development.
- Responsible for the management and development of the Behaviour Support Base and management of other learning assistants including allocation and monitoring of work.

DUTIES and RESPONSIBILITIES, working with the Behaviour Support Base Manager:

SUPPORT FOR THE STUDENT

- Assess the needs of students and use detailed knowledge and specialist skills to support student learning with the Behaviour Support Base.
- Establish productive working relationships with all students, acting as a role model and setting high expectations
- Implement IEP's as appropriate
- Promote the inclusion and acceptance of all students within the Behaviour Support Base
- Support students consistently whilst recognising and responding to their individual needs
- Encourage students to interact and work co-operatively with others and engage all students in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to students in relation to progress and achievement

SUPPORT FOR THE TEACHER

- Organise and manage appropriate learning environment and resources within the Behaviour Support Base
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, on student achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Supporting the role of parents in student's learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement etc.
- Production of lesson plans, worksheet, plans etc. as appropriate

SUPPORT FOR THE CURRICULUM

- Deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/needs
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3 and make effective use of opportunities provided by other learning activities to support the development of students' skills
- Use ICT effectively to support learning activities and develop students' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of student's interests, language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

SUPPORT FOR THE SCHOOL

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Deliver out-of-school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out-of-school learning activities which consolidate and extend work carried out in class

LINE MANAGEMENT RESPONSIBILITIES

- Work with the Behaviour Support Base Manager
- Ensure effective team communication

To comply with the Council's Health and Safety Policy and associated safe working procedures and guidelines.

To be responsible for the implementation of the Council's Health and Safety Policy and associated safe working procedures and guidelines. To contribute towards the identification and management of risk within the service area.

To communicate the Health and Safety Policy, procedures and guidelines to all employees and contractors under the management/supervision of the post holder. To monitor compliance with the policy, procedures and guidelines, keeping appropriate records as required.

To comply with the Council's Comprehensive Equality Policy and ensure that it is implemented within the service area and amongst employees within the remit of the post.

To be responsible for the implementation of the Council's Human Resource policies and procedures including Employee Relations, within the remit of the post.

To comply with the Council's Information Management Framework (including the Data Protection Policy, Code of Practice and Social Media Policy) and ensure that it is implemented within the service area and amongst employees within the remit of the post.

To comply with the Council's Code of Conduct a fundamental aspect of which are "the Seven Principles of Public Life", and to conduct oneself with the highest standards that they require. To ensure that the code and required standards of conduct are maintained amongst employees within the remit of the post.

This post is not subject to Disclosure.

This post is not Politically Restricted in accordance with the Local Government and Housing Act 1989 (as amended).

The details contained within this job description reflect the content of the job 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 Council will expect to revise this job description from time to time and will consult the post holder/s at the appropriate time.

**Postholder's
Signature:**

Date: / /

**Headteacher's
Signature:**

Date: / /

Person Specification

POSITION: HLTA Behaviour Support Base

Knowledge	E = Essential D = Desirable	Identified By
<ul style="list-style-type: none"> Advanced understanding of the national curriculum and other learning programmes e.g. knowledge of core subject areas etc. Understanding of principles of child development, learning styles and independent learning Relevant experience of working with children in an educational setting (within specified age range/subject area) Working knowledge of relevant policies/codes of practice/legislation Understanding of statutory frameworks relating to teaching and learning Understanding of inclusion, especially within a school setting Experience of resources preparation to support learning programmes. 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A,R</p> <p>A,R</p> <p>A,R</p> <p>A,R,I</p> <p>A,R,I</p> <p>A,I</p> <p>A,R,I</p>
Skills and Abilities	E = Essential D = Desirable	Identified By
<ul style="list-style-type: none"> Ability to work effectively within a team environment, understanding classroom roles and responsibilities Ability to build and maintain effective working relationships with all students and colleagues Alongside the Behaviour Support Base Manager, ability to demonstrate, lead and motivate a team of staff, ensuring effective communication and deployment Ability to promote a positive ethos and role model positive attitudes Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate Ability to adapt own approach in accordance with pupil needs Ability to continually develop and extend own working practices Excellent numeracy and literacy skills Effective use of ICT to support learning 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A,R</p> <p>A,R</p> <p>A,R,I</p> <p>A,R</p> <p>A,R</p> <p>A,R</p> <p>A,R</p> <p>A</p>
Qualifications	E = Essential D = Desirable	Identified By
<ul style="list-style-type: none"> HLTA status or equivalent qualification which demonstrates/includes HLTA standards (or must complete within 12 months.) NVQ III or equivalent in Teaching Assistance Willingness to participate in relevant training and development opportunities Training in the literacy/numeracy strategy Training in Special Educational Needs strategies Training in behavior management strategies Willingness to undertake appointed person certificate in first aid administration 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p>	<p>AF Certificate</p> <p>AF Certificate</p> <p>AR,I</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p>

Professional Values and Practice	E= Essential D= Desirable	Identified by
<ul style="list-style-type: none"> • High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements • Ability to build and maintain successful relationships with pupils, treat them consistency, with respect and consideration, and demonstrate concern for their development as learners • Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work • Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice • Able to liaise sensitively and effectively with parents and carers recognising role in pupils' learning • Able to improve their own practice through observations, evaluation and discussion with colleagues • Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	E E E E E E	R A,R R,I R,I A,R A,R A,I
Other Circumstances	E = Essential D = Desirable	Identified By
<ul style="list-style-type: none"> • An ability to fulfil all spoken aspects of the role with confidence through the medium of English 	E	Interview

A - Application I- Interview process R- References T-Task

Advisory Note to Applicants

Information for Applicants

Please download, complete and return the CES application form, recruitment monitoring form, disclosure form and consent to obtain references form by the closing date specified.

Please ensure that you fully complete all the relevant sections. Please ensure that you provide an up-to-date email address as we often contact candidates electronically rather than by post.

You should make reference to the person specification and job description stating your particular strengths and how your experience to date has prepared you for this particular role.

Please note that CVs will not be accepted.

Safeguarding – Disclosure and Barring Service Check

St Cuthbert's Catholic High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The position advertised is subject to an Enhanced Disclosure and Barring Service Check, medical clearance, satisfactory references, qualification checks and eligibility to work checks under the Asylum and Immigration Act.

At Interview

If you are invited for interview, references will be taken up prior to your interview.

Applicants are also requested to bring to interview the original documentation of their qualifications. Applicants who have not received an invitation to interview within two weeks of the specified closing date should assume they have not been shortlisted (unless otherwise stated in the advertisement).

Application Closing Date:

The closing date for applications is **Sunday, 23rd November 2025.**

Please note we reserve the right to close the advert early should we receive a sufficient number of applications and encourage you to apply early, to avoid disappointment. ⌚

Interviews will be held on:

TBC – during week of 24th November 2025.

Complete your application online via the [St Helens Council Online Jobs Portal](#)

Or completed application forms can be returned by email to recruitment@stcuthberts.com

The Headteacher
St Cuthbert's Catholic High School
Berrys Lane
Sutton
St Helens
WA9 3HE

Thank you for considering St Cuthbert's Catholic High School and we look forward to receiving your application.



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**For more information, please contact
the Headteacher, Mr Stuart Holland
on 01744 678123**

**St Cuthbert's Catholic High School
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