

Youth Challenge

Nurture HLTA

APPLICATION PACK



Dear Applicant,

Thank you for showing an interest in joining The Bolton Impact Trust.

Bolton Impact Trust schools have been delivering high-quality education to pupils in Greater Manchester and Lancashire for over 20 years, and we are proud of our track record of making a real difference to children's lives in our area.

We aim to inspire every young person to acquire the knowledge, skills and experience necessary, both inside and outside the traditional classroom environment, to fulfil their true potential. Developing self-esteem, confidence, and resilience is a major goal for us and complements our comprehensive curriculum menu. Preparing our pupils to enjoy worthwhile and fulfilling lives back in their communities after attending Impact Trust Academies is a crucial part of our work.

We think that our Trust is a very special place where we respect individuality, diversity and difference. Every child who joins us is afforded a personalised curriculum, and every adult who joins our team is encouraged to contribute. Staff Wellbeing is extremely important to us, and we offer attractive support packages including Employee Assistance Programmes, Wellbeing Credits and enhanced CPD opportunities.

We are now looking to appoint a Nurture HLTA at our Youth Challenge Academy. If you are a dynamic, motivated, conscientious professional who has a passion for working with children and young people, and you feel you have the skills and personal attributes to work as part of an innovative, energetic and ambitious Academy Team, we would love to hear from you.

Yours faithfully

Paul Hodgkinson



CEO – Bolton Impact Trust

WELL-BEING AT THE BOLTON IMPACT TRUST

The Bolton Impact Trust recognises that staff are our most important assets and we wish to support them fully to thrive both personally and professionally. We recognise that there is a correlation between the well-being of our staff and the quality of provision that we offer to our pupils, so we wish to promote a consistent trust-wide approach to well-being for our staff. We want our staff to thrive, come to work happy and leave work happy.

Our whole Trust vision is for all staff to enjoy success at work and to develop their experience and skills to become excellent at what they do. Our wellbeing mission and aims are built in culture rather than as a set of stand-alone wellbeing activities. We believe that wellbeing is a constant state of botheredness for all.

Our wellbeing pledges

- We demonstrate compassionate leadership at all times
- We promote the concept of 'it's nice to be nice'
- We challenge any instances of non-compassionate leadership
- We create a constantly open 'support window' for staff
- We survey staff regularly
- We recognise outstanding staff performance regularly (praise culture)
- We offer high-quality CPD
- We consistently apply Trust policies
- We ensure that scrutiny leads to support, not judgment
- We look to create better environments for staff to work in
- We put resources aside for wellbeing activities
- We create Leadership Spaces for staff to work without external interference
- We provide opportunities for staff to collaborate with colleagues from across the trust and from external networks

Some examples of wellbeing activities include:

- Workload reduction strategies are being reviewed regularly
- Making adjustments to working conditions for staff when required
- Clear email expectations – we do not expect our staff to read or respond to emails outside of working hours unless they want to
- Providing free refreshments each day
- Access to 'wellbeing' credits, which allows agreed time off work
- Access to free counselling and Occupational Health
- Access to free physiotherapy
- Providing pastoral drop-ins and confidential supervision sessions for staff
- Fresh water dispensers on all sites
- Providing creative opportunities for connecting with staff and promoting their wellbeing (e.g., breakfast meetings, shared lunches)
- Employee Assistance programme
- Menopause support
- Men's Health promotions
- Extensive opportunities for staff development (CPD programme)
- Equality Champions
- Wellbeing Champions

ADVERT –NURTURE HLTA

Are you a skilled and compassionate Higher Level Teaching Assistant with a passion for supporting young people with additional needs to achieve their full potential? We are looking for a dedicated Nurture HLTA to join our team at Youth Challenge Academy.

In this rewarding role, you will play a key part in delivering high-quality teaching and learning for pupils with Social, Emotional and Mental Health (SEMH) needs and other Special Educational Needs and Disabilities (SEND). You will lead learning when required, deliver targeted interventions, and work closely with the SENDCo, teaching staff, parents and external professionals to ensure every pupil receives the personalised support they need to succeed.

If you are an enthusiastic and resilient practitioner with excellent communication skills, a proactive approach and a commitment to improving the lives of young people, we would love to hear from you.

Youth Challenge provides education for pupils who aren't currently in mainstream settings. Typically, our pupils have either been excluded from school or require support in order for them to stay in school. A growing number of pupils have Special Educational Needs. We aim to provide high-quality, personalised education for all pupils so that they can make successful transitions back to mainstream school or into employment, education or training.

We are very proud of the quality of education at Youth Challenge and have been judged Outstanding by Ofsted since 2008.

Why you?

- You have the flexibility to support pupils across a range of curricular activities
- You are highly organised and an effective communicator.
- You have experience of working with young people and a commitment to raising pupils' levels across the curriculum.
- You know appropriate behaviour modification approaches

The successful applicant will be enthusiastic, positive, optimistic, flexible and motivated, with personal drive. You will be able to communicate effectively with adults and pupils, and can work as part of a team.

Why choose us?

- At BIT, we value all members of staff. We have a strong focus on staff wellbeing, providing access to wellbeing support services via a dedicated wellbeing charter
- We are a growing Multi Academy Trust (MAT)
- Guidance of a supportive and experienced executive leadership team who invest in the development of their teams and the Trust
- Encouragement of further and continued professional development

- Competitive salary
- Fantastic Local Government Pension Scheme

This role is Term Time plus 5 days

To apply, please follow the link and download the trust application form, which should be completed in full and submitted with a letter of application outlining how you meet the requirements of the post. This should be no more than two sides of A4.

The link can be found on the vacancies page of our website.

<https://www.boltonimpacttrust.org.uk/join-us/vacancies>

Applicants must have the legal right to work in the UK at the time of application, as we are unable to offer Skilled Worker visa sponsorship for this role.

Visits to the Academy are welcome by prior arrangement. Candidates should contact the Headteacher, Miss V. Sutton, on 01204 333872 or email: SuttonV@boltonimpacttrust.org.uk

Applications should be submitted by Midnight on Sunday, 19th July 2026, to the Headteacher, Vikki Sutton, at SuttonV@boltonimpacttrust.org.uk

Interviews will be held in the week commencing 27th July 2026

Candidates should ensure that they and their referees are easily contactable, with the correct phone number and email address and able to reply promptly if references are requested.

Shortlisted candidates will be asked to provide details of all unspent convictions and those that would not be filtered, prior to the date of the interview. You may be asked for further information about your criminal history during the recruitment process. If your application is successful, this self-disclosure information will be checked against information from the Disclosure & Barring Service before your appointment is confirmed. Following shortlisting, we will also undertake an online search on all applicants to confirm a candidate's eligibility and to identify any potential safeguarding concerns or risks to the Trust's reputation.

This post is subject to an enhanced DBS check.

Bolton Impact Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

Please note that CVs will not be accepted

JOB DESCRIPTION

Job Title	HLTA Nurture
Salary	NJC Scale 17-23 Grade 6 Term Time Plus 5 days £31,022-£34,434 Actual Salary £26,555-£29,475 <i>Pay award pending</i>
Location	Youth Challenge Academy Smithills Dean Road Bolton BL1 6JT
Hours of Work	37hrs Term time plus 5 days
Contract	Permanent
Responsible to	Headteacher

Job Purpose:

The Nurture HLTA will support the delivery of high-quality teaching, learning and pastoral provision for pupils with Social, Emotional and Mental Health (SEMH) needs and other Special Educational Needs and Disabilities (SEND). The postholder will lead learning when required, deliver targeted interventions, work closely with the SENDCo and external agencies, and contribute to the planning, assessment and review of provision to ensure every pupil achieves their potential.

Main Duties:

The duties and responsibilities listed below are indicative of the tasks the Nurture HLTA of BIT will perform and are not intended to be an exhaustive list. The post holder will be expected to take on additional responsibilities appropriate to the role as they arise.

- Lead the delivery of lessons when required.
- Plan, deliver and evaluate interventions.
- Work closely with the SENDCo to identify barriers to learning and review provision.
- Support the SENDCo with SEND administration and statutory processes.
- Develop effective relationships with parents, carers and external professionals.
- Contribute to Annual Reviews and EHCP meetings.
- Assist with planning differentiated resources and maintaining an inclusive nurture environment.

- To support children and young people in their academic and vocational courses and the ECM Curriculum.
- To support both in-school and off-site learning opportunities.
- To promote and maintain high standards of behaviour management for pupils, both on the school site and within off-site provision, in line with school policies.
- To contribute to building sustainable networks with other HLTA's, Mentors, school staff, other agencies and partners.
- To contribute to the positive destinations of pupils.
- To contribute to the design, development and review of provision for identified children and young people.
- To participate, with other staff, in the comprehensive assessment of children and young people to identify and address barriers to learning.
- To develop and maintain 1:1 mentoring relationships with children and young people needing particular support to achieve goals defined in the action plan and to act as a key worker to a targeted group of pupils.
- To work with groups of children and young people in diverse settings.
- To model positive relationships and interventions with a range of colleagues in diverse learning environments.
- To have knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon or signposted to as additional resources to work with children and young people.
- To contribute to child welfare and protection utilising the Framework for Action and Common Assessment Framework.
- To contribute to the maintenance of records and information systems, both computerised and manual, with due regard for data protection and confidentiality.
- To promote the speedy and effective transfer of information on identified children and young people between schools, the setting and other agencies as appropriate.
- To comply with all relevant legislation and Academy policy and procedures.
- To undertake additional duties as required by the Headteacher.

Duties Specific to the Grade:

- Contribute to EHA/EHCP and CP processes
- Lead on Early Help activities
- Deliver booster sessions to small groups
- Support the planning and delivery of enrichment programmes
- Record rewards and sanctions and report to the leadership team
- Produce individual target sheets and contribute to PLPs

- Key work identified cohorts of pupils
- Utilise pupil performance data to instigate interventions
- Liaise with parents and carers
- Support with the application of behaviour and attendance strategies
- Support form leaders with SMSC and enrichment tasks
- Support schools with pupil reintegration activities

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Person Specification	
Essential	Desirable
Qualifications and Training	
GCSE English & Maths (Grade 4/C or above) or equivalent.	Commitment to ongoing CPD
HLTA Qualification (or equivalent experience) or willingness to work towards.	Relevant Level 3 Qualification
Driving License (willingness and ability to drive your own vehicle and the school minibus as appropriate).	
Experience	
Experience of working with pupils with Social, Emotional, Behavioural and Mental Health issues.	Experience with relevant learning strategies.
Experience of leading learning for individuals, small groups or whole classes.	Experience of Early Help processes.
Experience in planning and delivering targeted interventions.	
Evidence of excellent planning, assessment and record keeping.	
Experience of key working processes.	
Experience of successfully working with parents, carers and specialist agencies.	
Experience in contributing to EHCPs/Annual reviews.	
Knowledge and Skills	
Sound knowledge of the SEND code of practice and inclusive classroom practice.	Working knowledge of CPOMS.
Excellent behaviour management skills using restorative and trauma-informed approaches.	Knowledge of Early help systems.
Ability to adapt learning activities and resources to meet a range of SEND needs.	
Ability to analyse pupil progress information and use it to inform planning and interventions.	

Thorough knowledge of child protection regulations.	
Flexibility and an ability to respond creatively to the challenges of working in a SEMH setting.	
Excellent ICT Skills.	
Excellent communication skills, both written and oral, with staff and pupils.	
Personal Qualities	
Committed to the development and values of the Trust.	Willingness to work across the trust and share good practice.
Clear dedication to teaching pupils with complex needs.	
Committed to impactful and effective communication.	
All year-round commitment to performance management and CPD.	
The highest professional expectations of yourself, colleagues and pupils.	
Work effectively as part of a team, developing positive relationships with colleagues, pupils, parents/carers and other agencies, as appropriate.	
Comfortable working with young people and families with challenging behaviours.	
Commitment to impactful networking and research activity.	
Enthusiasm, commitment, determination.	
Committed to the well-being of yourself and others.	