



**Lighthouse
School Leeds**
Inspiring Bright Futures

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Recruitment Pack

Teaching Assistant

2025- 2026 Academic Year





It is my pleasure to welcome you to our wonderful school.

I am proud and privileged to lead such a unique and innovative school. This is a school where students' special interests, social and communication skills, abilities, academic and life skills are mapped and further developed so destinations can be identified and targeted for each individual.

We deliver a broad, ambitious and balanced curriculum that enables all our students to make excellent progress and gain nationally accredited qualifications in Key Stage 4 and Key Stage 5.

Developing meaningful friendships and relationships is a life skill that is taught and developed in all aspects of school life, but is a particular focus in the Wellbeing and Speech and Language curriculum/sessions. We also take great joy in celebrating those "Wow" moments for our students when the impossible becomes the possible!

A key part of curriculum delivery is 'building aspirations' and employability awareness. We believe that the future is limitless, and optimism is key to our approach. We do this by exposing our students to a number of different employment sectors and experiences throughout their curriculum.

We also believe every day is a new opportunity and the chance to write a different story and this is fundamental to our compassionate approach to working with our students.

At Lighthouse School the staff body, senior leaders and trustees are devoted to making the difference for our students so they can reach their next steps and thrive in society.

We are a neuro-diverse staff team with a range of disabilities, diversities, strengths and weaknesses. We believe our staff should be role models to support our students to create their own pathway to success.

I would like to thank you for taking the time to be interested in working in our amazing school, and encourage you to take time to find out whether we are the right fit for your skills and experiences.

Emma Sullivan, Principal

A handwritten signature in black ink, appearing to be 'Emma Sullivan'.

OUR SCHOOL VALUES



RESPECT

Embracing uniqueness, equality, and ensuring all contributions are valued.



'Upon joining this school, I've gained many friends for life and gained myself the motivation to be more ambitious in life and frankly braver in my future endeavours. I simply thank those who worked closest to me at my time there'.

COMPASSION

Showing empathy and understanding of others' needs.

AMBITION

Taking risks, having adventures and aspiring to achieve great things.



HAPPINESS

Taking joy from developing and succeeding together.

OUR SCHOOL VALUES



INNOVATION

Striving for creative solutions, challenging perceptions, and inspiring positive change.

‘Our child has grown in confidence since starting at Lighthouse and loves coming to school. The school not only supports our child but us as a family.’

OPTIMISM

Realising our limitless destinations, now and in the future.

VERSITILITY

Exemplifying individualised and adaptive teaching and learning.

DEVOTION

Being dedicated to our people, our jobs, and our school community.



JOB DESCRIPTION

Job title:	Teaching Assistant	Salary grade:	3-6 FTE: £24,440-£25,183 per annum . Actual: £20,994.90-£21,632.92 per annum
Contract type:	Permanent	Hours of work:	37 hours per week (08.30-16.30 Mon-Thurs; 08.30-16.00 Fri with 30 -minute unpaid lunch break) Term time only plus 5 additional days for training days. (Staff may be asked to work up to 10 additional days (paid) for after school/holiday provision).

Responsible to: Line Manager

Job purpose:

To assist with the planning and preparation of activities under the direction of teaching (lead) staff, contributing to the development and implementation of specific individualised interventions to support progress in learning that enables students to access their next steps. Assisting with the supervision of students, modelling good practice at all times (during lessons, activities, break and lunch time as directed by timetable or rota) and taking responsibility for promoting and safeguarding the welfare of children and young people within the school, as per statutory responsibility under KCSIE and GSWP and being a Key Worker for specified students, providing a link between home and school, and collating information for EHCP reviews and advocating on behalf of these students.

Role Specific responsibilities:

- Under the direction of the teaching (lead) staff, assisting in the development and delivery of individual interventions for students, both within and outside of group teaching, ensuring that all students are able to access their education effectively.
- Alongside key staff (e.g. Key Stage Coordinators, teaching (lead) staff, Wellbeing Team, Speech and Language Therapists), understanding the students' academic, SaLT and emotional literacy levels, highlight areas of need and tracking and monitoring effectiveness of interventions.
- Work with individuals, pairs or small groups of students, as directed by teaching (lead) staff, enabling students to access learning at their own level, and providing feedback to the teaching (lead) staff on the progress of the students in the tasks
- Modify tasks for students during the lesson, as required, to enable students to access learning at their own level, providing feedback on modifications and supporting for future planning to the teaching (lead) staff.
- Assist with the collation and maintenance of assessment records and data recording for students in all areas of the curriculum.
- Provide support to the teaching team on the creation of teaching resources for lessons, including maintaining effective levels of resources within the classroom.
- Assist with the presentation and display of students' work, including liaising with parents/carers where appropriate.

- Provide safe and effective supervision for students at all times across the school site, on school related educational visits, and where required, extra-curricular activities, following school policies and procedures.
- Assist with personal care for students as required, e.g. toileting, feeding and medication etc.
- Form effective, safe relationships with students, including areas of interest, and recording student voice, raising concerns where appropriate.
- Collate information from staff (including careers staff) on key students' outcomes and liaising with parents/carers and other school staff within the school's EHCP review cycle (including external professionals under the direction of Key Stage Coordinators).
- Ensure key students' Pupil Passports are maintained and updated, including recording 'Wow' moments.
- Contribute to a safe, purposeful and stimulating environment for students, including supervising students as required at all times during the school day, and during extra-curricular activities when required.

All staff responsibility:

- Promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.
- Promoting equality and diversity by abiding by the Equality and Diversity Policy of the school

The above responsibilities are not an exhaustive list and the post-holder will be required to undertake any other appropriate responsibilities and duties that may arise from time to time.

Any changes to this document will be made in consultation with the post-holder.

Our aims:

Centre for excellence for ASC education in our region.

Sustainably provide/support education for increased numbers of autistic students in our region.

National leaders for destination led education for autistic students.

Our school has a focus on continuous improvement and is always evolving to support our students to make excellent progress in all parts of their academic and personal in-education experience.

Our Development Plan:

Develop outstanding leadership at all levels across all stakeholder groups.

Consistent high-quality teaching leads to excellent progress and outcomes for all students.

Communication strategies fully support efficient organisational improvement.

Intentionally budget for expansion to meeting school's strategic aims.

All staff responsibilities:

Behaviour and Safety

- Contributing to a safe, purposeful and stimulating environment for students, including supervising students as required at all times during the school day, and during extra-curricular activities, when required.
- Consistently encouraging appropriate behaviour in line with the school's Behaviour Policy.
- Ensuring all activities are undertaken within the framework of the school's risk assessments and policies (e.g. Safeguarding, Personal Care and Positive Handling, as well as Staff Code of Conduct).

Team Working and Collaboration

- Establishing, encouraging and maintaining good relationships with all stakeholders (parents/carers, colleagues, partner organisations), consistently demonstrating the values of the Lighthouse School.
- Working collaboratively as part of a team and providing help and support to other team members, ensuring the aims of the school are met.
- Participating in meetings, as appropriate.
- Supporting the effective running of the school by ensuring policies and procedures are understood and followed by self, colleagues, visitors and students.

Professional development

- Regularly reflecting on your own effectiveness in the role as part of the appraisal process and using feedback to refine your approaches where necessary.
- Improving personal practice through participating in training and development opportunities identified by the school and reflecting on their effectiveness.
- Participating in scheduled supervision and line management meetings.

Safeguarding Children and vulnerable adults

- Lighthouse School has a statutory and moral duty to ensure that the school functions with a view to safeguarding and promoting the welfare of children and young people studying at the school. The post-holder will be required to commit to the school's Safeguarding Policy and promote a safe environment for children and young people learning within the school.
- All posts are subject to an enhanced Disclosure and Barring Service (DBS) check. Having a criminal record will not necessarily bar an individual from undertaking the role, however, this will depend on the nature of the position, the circumstances and background of any offences.
- Promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

Equality and diversity

- Promoting equality and diversity by abiding by the Equality and Diversity Policy of the school.

Health and safety

- It is the responsibility of all employees to co-operate with the school's Health and Safety Policy to provide a healthy and safe place to work.

PERSON SPECIFICATION

	• Essential	• Desirable
Qualifications	<ul style="list-style-type: none"> GCSE Maths and English A to C or equivalent 	<ul style="list-style-type: none"> Degree at 2:2 or above Team Teach qualification
Experience	<ul style="list-style-type: none"> Experience of working with young people in a supportive context 	<ul style="list-style-type: none"> Experience of working with ASC students Experience of working with SEN students Experience of working in schools Experience of leading small group interventions
Knowledge	<ul style="list-style-type: none"> A commitment to safeguarding, health and safety, data protection and equal opportunities Ability to use IT systems including office, email and internet 	<ul style="list-style-type: none"> Ability to demonstrate a good understanding of autism Knowledge of education systems
Skills	<ul style="list-style-type: none"> Ability to communicate effectively with students, staff, parents/carers and other stakeholders Ability to stay calm in crisis situations Physical ability to Team Teach (training will be given) 	<ul style="list-style-type: none"> Ability to communicate using a variety of different methods Ability to modify information for a different audience
Attitude	<ul style="list-style-type: none"> Willingness to undertake personal care as required Able to show a high level of resilience when working with students with ASC and behaviours that challenge Ability to undertake the duties of the post with reasonable adjustments as required under the Equality Act 2010 	<ul style="list-style-type: none"> Ability to work flexibly to meet the needs of the students and the aims of the school
Closing date for applications:		09:00 on Friday 4 July 2025

Thank you for expressing an interest in joining our school. This document provides you with background information regarding our recruitment and selection process, which we hope you will find useful:

Application form

To apply for any vacant role within our school, please complete a Lighthouse School Application Form available by visiting our website and clicking on the 'Vacancy' button (fourth button under the main header, or contacting HR@Lighthosueschool.co.uk). The application form must be completed in full, providing details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment history you should provide details of the reasons, for example; career break, unemployed and the dates. For teaching vacancies please submit a formal letter of application detailing your teaching and learning experience and the impact you could make in our school.

We cannot accept CVs.

Please remember to sign the application form electronically.

Under the Equality Act 2010 we are legally required to consider making any reasonable adjustment to ensure that individuals with a disability are not disadvantaged during our recruitment and selection process. Therefore please ensure you make HR aware of any accommodations you may require in advance of any interview.

Should you have any desire to work flexibly, we also ask that you let us know in order that we can factor this in.

Personal Statement

This is very important as it provides you with the opportunity to explain why you are applying, why you are the best person for the vacant role, and why you are a good fit for our school. Please use the job description and person specification as your guide and provide examples, where possible, to demonstrate how you match the criteria for the role.

Self-disclosure

For safer recruitment purposes we ask all applicants to complete our Self-disclosure form and send it with your application form to HR. Alternatively, you can print and sign the form and hand it to HR in a sealed envelope if you are selected for interview.

Pre-employment checks

For those candidates shortlisted, we will request references in advance of any interview, therefore we ask that you specify on the application form if you do not permit us to apply for your references prior to interview. For school-based employment we will write to the Headteacher of your school/previous school. References addressed 'To whom it may concern will not be accepted.' Referees may be contacted for verification purposes or to discuss any anomalies or discrepancies.

You must also provide original copies of your qualifications and photographic identity documents at interview to enable us to complete safer recruitment checks. Your documents will be photocopied and retained on file should you be offered the role, or confidentially shredded 6 months after interview.

Employment with the school is conditional upon:

- An **Enhanced DBS check** – we will apply for one of these to include a **Child and Adult barred list check**. Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) there are a number of roles where we must take account of any unspent or unprotected convictions. The amendments to the Exceptions Order 1975 (2013) provides protection for certain spent convictions and cautions and are not subject to disclosure to employers. We encourage you to read the guidance through the links contained in our Employment of Ex-offenders Policy available on the vacancy section of our website.
- **Prohibition from Teaching check** – any offer of employment is subject to the school making a mandatory check to ensure a teacher is not prohibited from teaching by the NCTL (or the GTC).
- **A minimum of two satisfactory references.**
- **Identity checks including right to work in the UK. You must provide 3 documents to cover the following:**
 - p Photographic Identification, e.g. passport or driving licence.
 - p Proof of right to work in the UK, e.g. current UK passport, UK Visa or UK Birth Certificate – under the Asylum and Immigration Act 1996 it is a criminal offence to employ anyone who does not have the legal right to live or work in the United Kingdom.
 - p Proof of current address, e.g. a current driving licence or bank statement / utility bill dated within three months or council tax statement dated within twelve months. authority from that country. If you have worked or lived overseas for 12 months or more during the last 10 years you will also be required to provide a letter of good conduct from the police of that country. If you cannot provide this, please contact the HR department (by emailing: HR@lighthouseschool.co.uk) who will be able to advise you on other documents.

Interview

If shortlisted you will receive an invitation to an interview via email.

There will be with a least one member of the Senior Leadership Team, and a member of the HR Department. We will discuss the role in more detail, give you a tour of the school, carry out an interview to assess your experience and skill set as well as your overall suitability to work with children/young people.

You may also be required to undertake further tasks dependent on the role applied for.

Data processing

Please refer to the school Privacy Notice also available on the vacancy section of process, the successful candidate will be offered the role conditional upon the outcome of above the vetting checks.

We look forward to receiving your application.

Lighthouse School Leeds was the fulfilment of a long-held dream. In September 2012, five families with children on the autistic spectrum set up the free school to create a learning environment where autistic young people could thrive, and where their needs were fully understood and met.

Today, that vision is a reality. Specialist teachers, teaching assistants and tutors now deliver a curriculum to ninety-plus students, within Arthington House, Cookridge, Leeds. Originally a Victorian hospital, it was extensively renovated after sitting derelict for many years and is now a state-of-the-art facility designed specifically for our students.



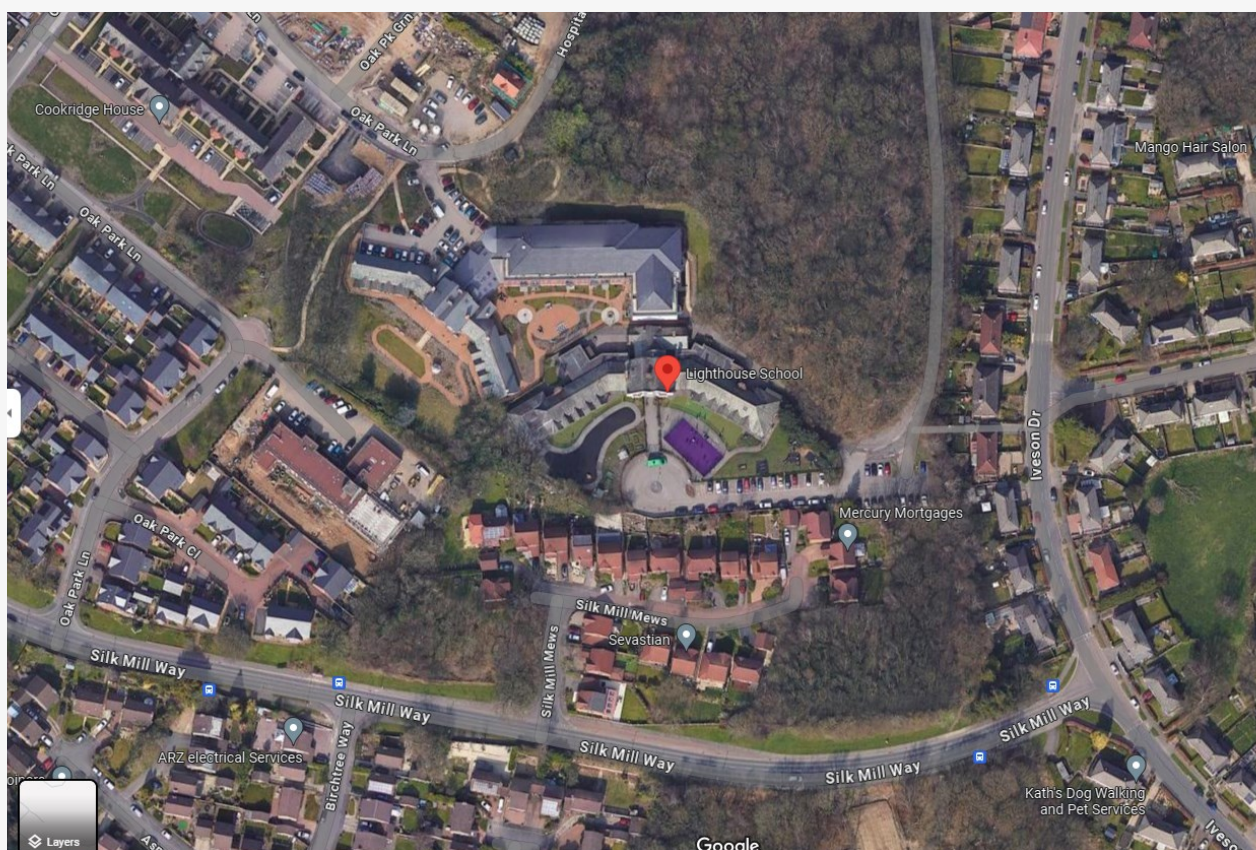
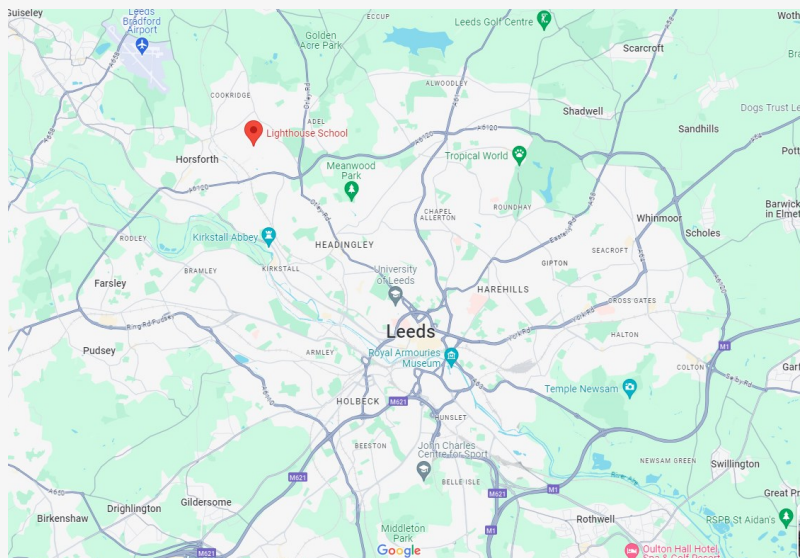
Our journey so far has been amazing and we are immensely proud of what our students have achieved. We are a 'Good' school with aspirations to be 'Outstanding' in the near future.

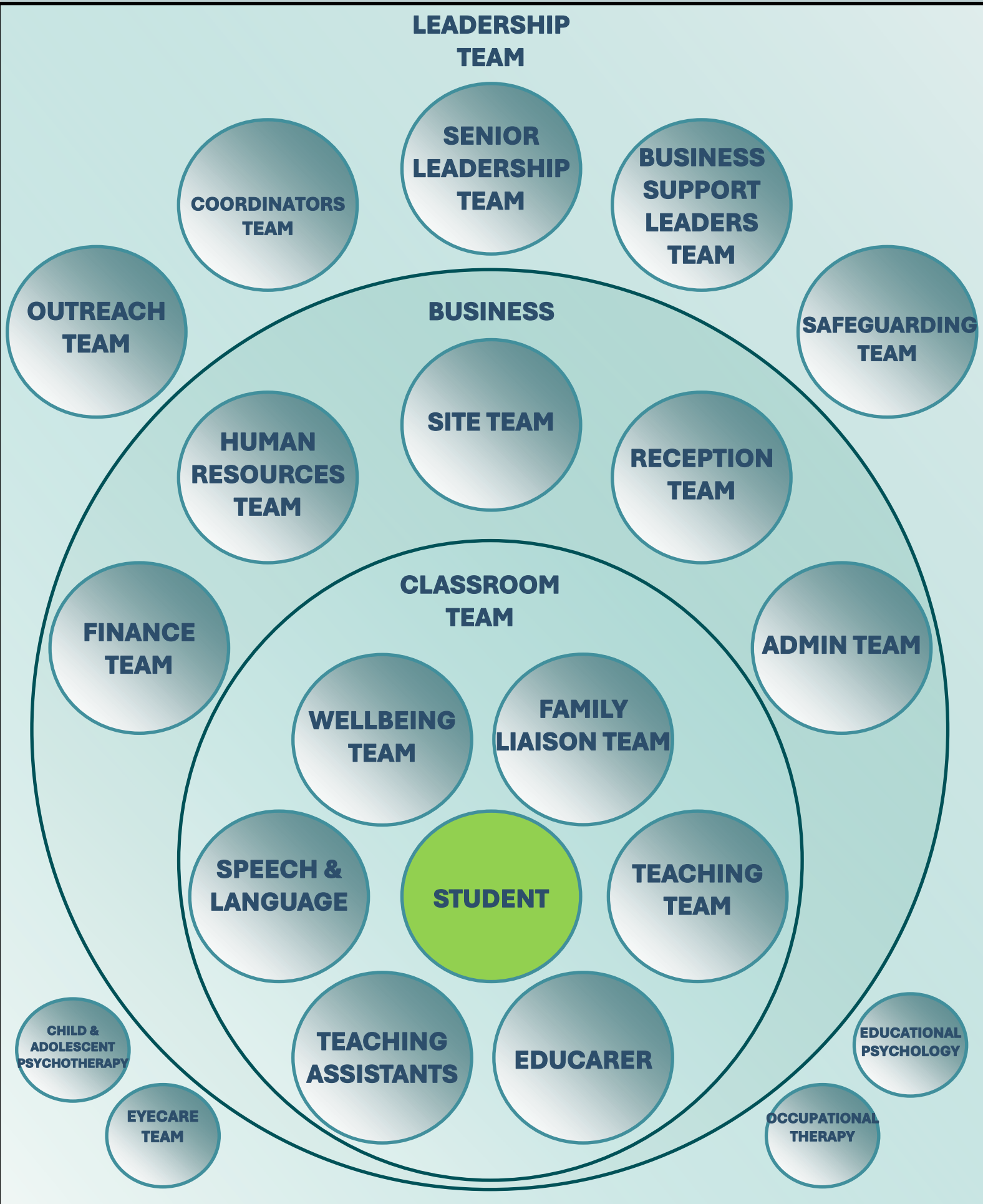
We provide a flexible learning environment, which reflects the bespoke needs of each and every one of our students. Ofsted (2023) recognised that the school has a calm but purposeful atmosphere, provides a highly ambitious curriculum, is well resourced, and leaders are tenacious when pursuing support for students. The harmonious school community is founded on respect and tolerance.

We ensure that our staff are well trained and are developed to be effective in their roles. They say their workload is manageable, and early career teachers are well supported.



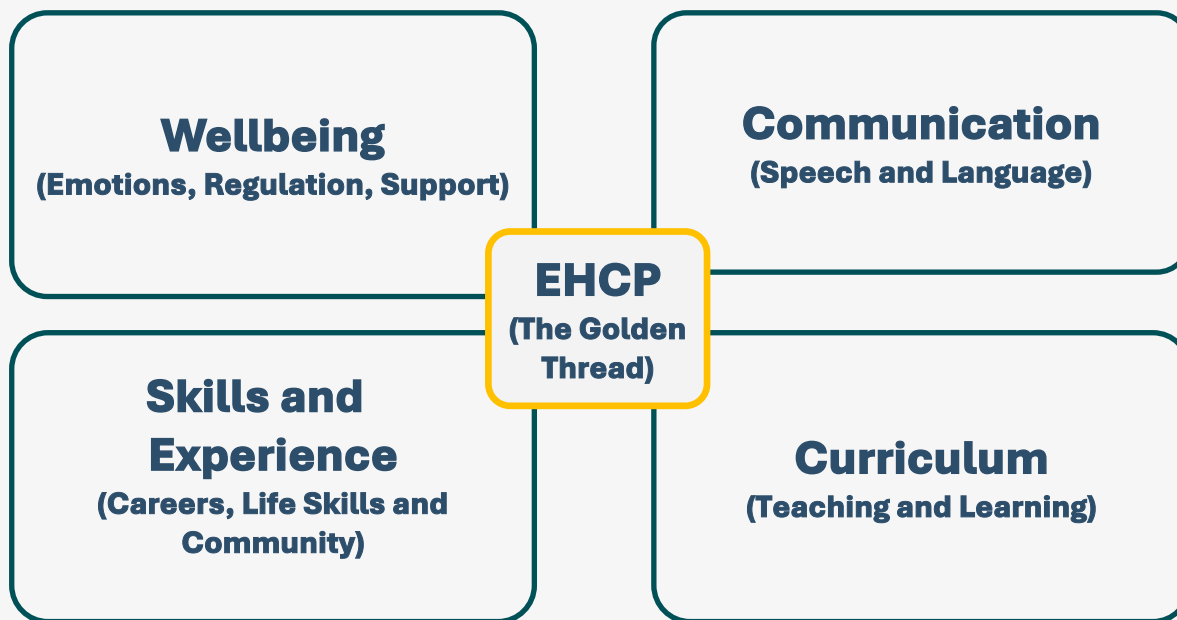
We are situated on the edge of woodland in the heart of Cookridge in North Leeds, just a 20-minute drive from Leeds City Centre on one side (with access to the M1 and M62) and on the edge of countryside on the other with the market town of Otley also just a 20-minute drive away. The spa town of Harrogate is also approximately 40-minutes drive, as is Ilkley. The school is close to local bus routes (19, 19A, 6) and the train (Horsforth Station).





We want the students at Lighthouse to be well cared for and well educated, and we have a large team of staff working together to support all areas of the students' lives whilst at school.

The four Cornerstones form the basis of our educational philosophy, and staff teams are based around these areas:



Staff work closely with external professionals, such as the Eyecare Team, Educational Psychologists, Child and Adolescent Psychotherapists, and Occupational Therapy on school site. We also liaise closely with other healthcare and welfare professionals, including the Schools Nursing Team, CAMHS, Social Care and Cluster Support.



We have high expectations for everyone at Lighthouse, staff and students alike. In order to ensure that our students receive the very best education, we have a full training programme for all staff.

Upon appointment at Lighthouse School, staff begin a comprehensive Induction Programme, which includes:

Principal's Welcome
Safeguarding Training
Health & Safety Guidance
HR Support

Understanding Autism
SEN & EHCP Process
Online Training through Smartlog
GDPR induction through Veritau

Across the year, all staff undertake yearly updates in a number of key areas. There are 5 full training days across the year, and meetings and seminars each week which keep staff up to date with new research, school policies and procedures, and student centred information. These include:

Cornerstones training:

- Speech and Language (Cornerstones)
- Wellbeing (Cornerstones)
- Curriculum (Cornerstones)
- Skills & Experience (Cornerstones)

Role specific training:

- TeamTeach (positive handling)
- First Aid
- Mental Health Awareness
- Personal Care
- Medical and Additional Special Educational Needs (including deaf awareness, dyslexia, ADHD, epilepsy, asthma, diabetes etc.)
- Reception systems and processes
- Invigilator training for examinations



Early Careers Teachers are fully supported through a comprehensive mentoring and training package with Red Kite Alliance.

More information on training can be sought from training@lighthouseschool.co.uk.

Our [staff testimonials](#) on the recruitment section of our website will give your more insight into working at Lighthouse School.

100% of staff said they enjoyed working at Lighthouse in a recent survey (March 2024). The Leadership Team recognises that working in special education can be emotionally challenging, and a wide range of support and wellbeing services are available to our staff.

These include:

- School sick pay and leave of absence entitlements.
- Access to a range of free health care services through our Employee Assistance Programme, including, mental health services and physiotherapy, menopause support, access to a GP, free flu vaccinations and free eye tests for VDU users.
- Mental health and wellbeing support. Our staff say they feel supported by the leadership and Mental Health First Aider teams.
- Active staff Wellbeing Working Party, who arrange a number of [staff perks](#) such as weekly parking raffle, staff 'Shout Outs' and awards, secret buddy scheme and more!
- Staff Neurodiversity Working Party who work with the Senior Leadership Team and HR to ensure Lighthouse is an inclusive environment for all staff.

We are committed to the equal treatment of all current and prospective employees and do not condone discrimination on the basis of age, disability, sex, sexual orientation, pregnancy and maternity, race or ethnicity, religion or belief, gender identity, or marriage and civil partnership.

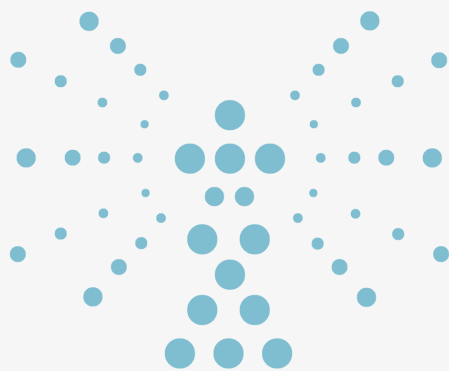
We aspire to have a diverse and inclusive workplace and strongly encourage suitably qualified applicants from a wide range of backgrounds to apply to join us and positively encourage you to choose a career at our inclusive school.

We are also a DfE appointed Flexible Working Participant School and are open to offering a range of flexible working options. Please share your preferences with our HR colleagues at your earliest opportunity in order for these to be fully considered.

Should you have a disability or health condition that requires workplace adaptations in order for you to work comfortably and remain in work please visit:

<https://www.gov.uk/access-to-work/apply> as you may be eligible to funded interventions through Access to Work.





Lighthouse School **Leeds**

Inspiring Bright Futures ...

Information correct as of May 2024