



# STANLEY HIGH SCHOOL RECRUITMENT PACK

Southport  
Learning  
Trust



## Teaching Assistant Level 3

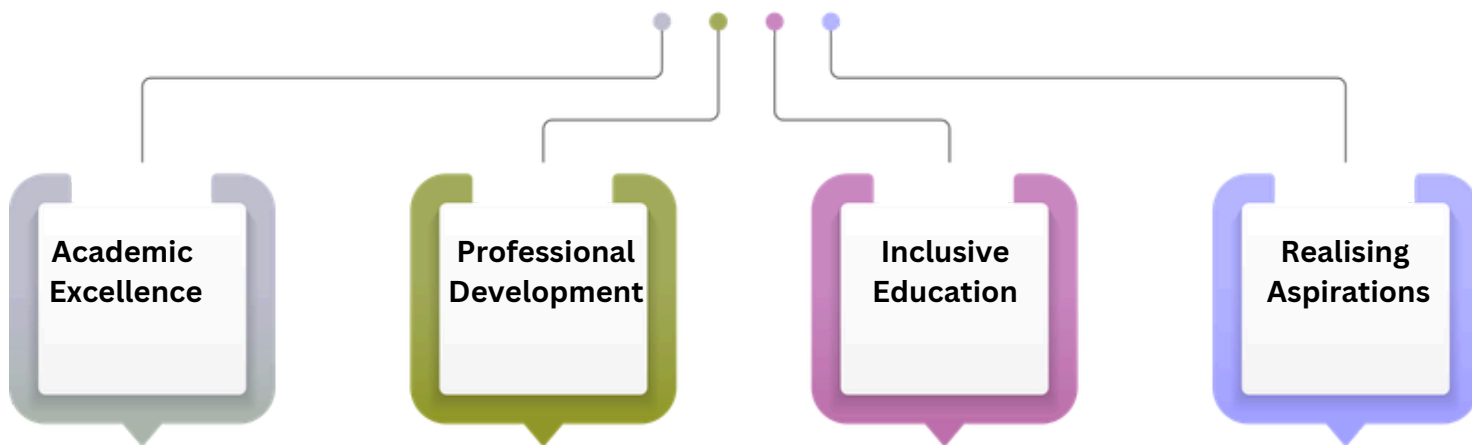
# WHY JOIN SOUTHPORT LEARNING TRUST?

Southport Learning Trust is an inspirational multi academy trust that stands at the forefront of educational excellence and community engagement. Southport Learning Trust is one of the largest employers in Southport and surrounding areas thanks to our collaboration of schools which include *Birkdale High, Greenbank High, Meols Cop High, Range High School, Stanley High, Maghull High, Kew Woods Primary and Bedford Primary School.*



Each of our schools are unique beacons of aspiration in their communities, our connectivity as a Trust makes us even stronger.

The trust is the heartbeat of the local community and its network spans over 6,700 pupils and over 800 employees. Southport Learning Trust is built on its four pillars which enables students to have access to the highest quality of education.



## Academic Excellence

Focus directly on school improvement. We are aware of the exceptional practitioners we have in the schools across the Trust. Utilising an Implementation plan focus we will liberate colleagues to prioritise collaboration as a catalyst to sustainable improvement.

## Professional Development

**'Professional Improvement is school improvement'**. Creating cultures across our family of schools in which professional development is central, will ensure that we are investing in the area that research tells us has the biggest impact on student progress.

## Inclusive Education

Our family of schools are all committed to inclusive education that is ambitious for all. We are driven to remove all barriers for our children and ensure they have equity in access to all areas of our curriculums and wider school life.

## Realising Aspirations

Committed to not only raising the aspirations of our students but importantly ensuring those aspirations are realised. Working in true partnership with our communities we will ensure our students are visionary thinkers, ambitious innovators and pioneers of the future.



**EMPOWERING OUR COMMUNITIES  
TO POSITIVELY IMPACT THE WORLD**



# WHY SOUTHPORT?

**Beautiful coastline:** Sandy beaches and long promenade provide plenty of opportunities for relaxation and outdoor activities.

**Affordable Property:** Compared to larger nearby cities, Southport offers more affordable property prices.

**Victorian Architecture:** The town boasts a wealth of historic buildings, giving it a unique charm and character.

**Green Spaces:** Southport is home to a number of beautiful parks and gardens, including the Botanic Gardens and Victoria Park.

**Proximity to major cities:** easy access to nearby cities such as Liverpool and Manchester, making it convenient for work or more urban entertainment.

**Health & Wellbeing:** The coastal environment is often associated with a better quality of life, including fresher air, lower stress levels, and opportunities for outdoor fitness activities. The beach, parks, and overall tranquil setting contribute to a healthier lifestyle.

**Community:** The town has a strong sense of community, with various events and festivals throughout the year, such as the Southport Flower Show and Air Show. It's a family-friendly place with good schools and activities for children.



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# EMPLOYEE BENEFITS INCLUDE:

## Continuous Professional Development and Learning:

At Southport Learning Trust, continuous professional development (CPD) and learning are integral to enhancing a culture of growth and excellence. We will support your career aspirations and support you to thrive in your role.

## Generous Pension:

Employees benefit from a generous pension scheme, with Southport Learning Trust offering a competitive contribution, ensuring that staff are well-supported in planning for their retirement. We are part of the Teachers' Pension Scheme for teaching staff and Merseyside Pension Fund for support staff.

## Cycle to work scheme:

At Southport Learning Trust, the Cycle to Work Scheme offers employees a fantastic opportunity to promote healthier lifestyles while saving money. Through the scheme, staff can purchase a bike and cycling equipment tax-free, making it more affordable to commute to work sustainably.

## Collaborative Working:

Collaborative working is at the heart of its culture, offering employees the opportunity to thrive in a supportive, team-oriented environment. By working together across schools and departments, staff can share expertise, best practices, and innovative ideas, enhancing both personal and professional development.

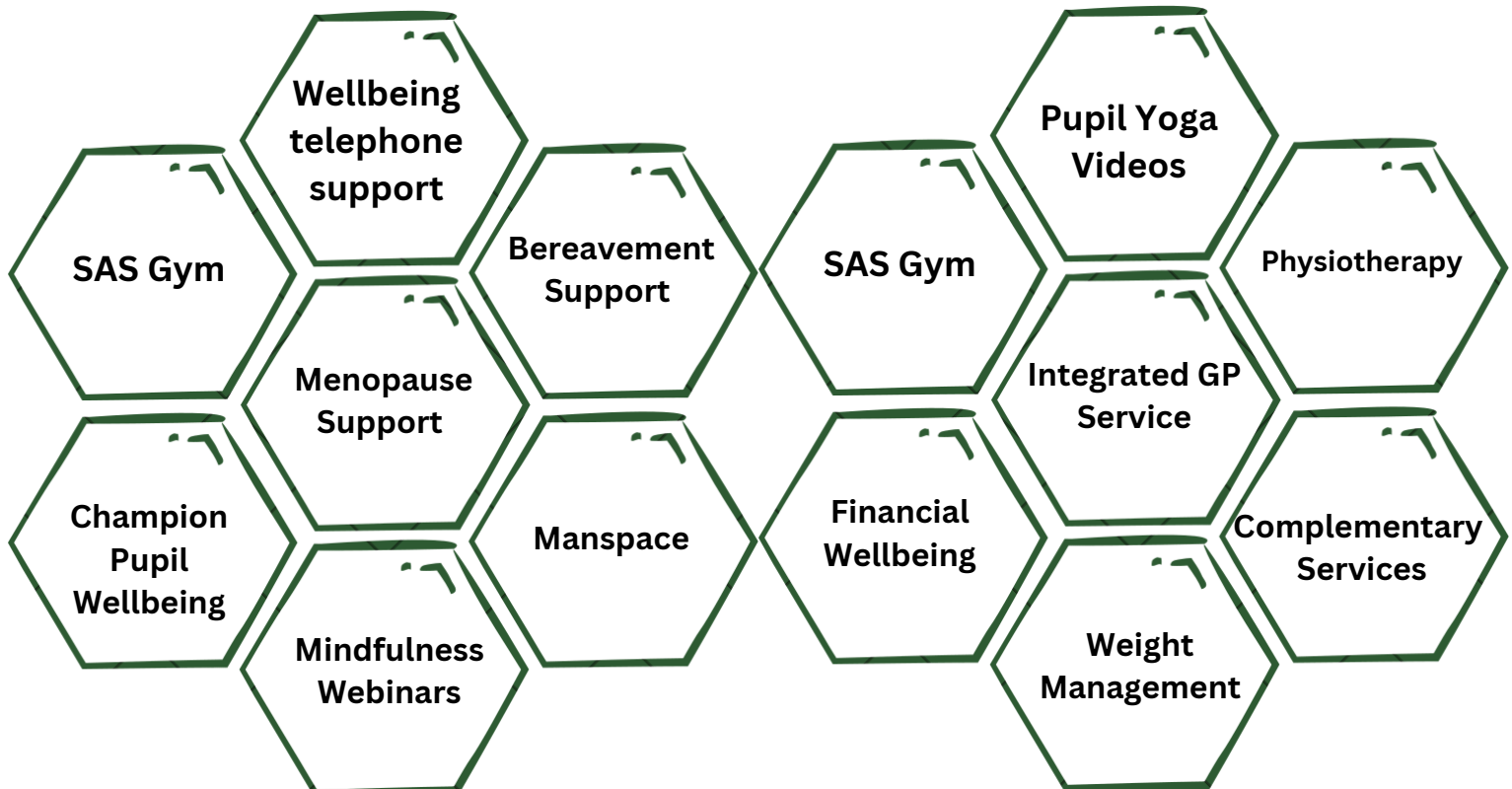


## School Wellbeing

LEARN MORE



As a trust, we buy in an employee assistance programme 'School Wellbeing' (SAS). This programme gives all employees access to an array of wellbeing support, which includes



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# ABOUT US

Welcome to Stanley High School, part of the Southport Learning Trust.

We are a values-led school. Our mission is to ensure that every Stanley High School student is given the best opportunity and support to realise their full potential and develop those skills and qualities needed to make good choices and go on to lead happy and successful lives.

Everything we do here is guided by our school motto 'Success for All' and underpinned by our key values of **Aspire, Challenge, Excel**. We are ambitious for our students and want them to present themselves proudly and confidently. We also encourage them to challenge themselves and be determined to succeed. This is so they can excel by being well-rounded, caring and respectful young adults who know how to get the best out of themselves and others they encounter.

Staff here understand the importance of creating a school culture that is friendly and supportive, and which fosters a sense of ambition while celebrating the achievement of all. We aim to nurture in all students a lifelong love of learning and an understanding that everyone can fulfil their ambitions regardless of how wide the gap between starting points and desired destinations may seem. The successful candidate will play an active role in realising this by modelling and upholding high expectations and high standards at all times.

On a day-to-day basis, we are committed to providing excellent teaching, a broad curriculum and wonderful pastoral care for each individual student. We understand that our staff are our best resource, and we are committed to investing in them and their professional development to ensure that our students have the best experience we can offer. Staff here are specialists in their areas and are further developed through bespoke CPD opportunities as well as access to professional training programmes and qualifications.

Student experience is also prioritised outside of the classroom. At Stanley, we have a variety of extra and co-curricular events and activities that take place regularly throughout the year and staff are always willing to go the extra mile to put on trips, clubs and shows aimed at supporting, stretching and challenging students in their thinking. Our sporting prowess in particular knows no bounds and our students are as dedicated to us in their representation in matches against other schools as we are to them each day.

If successful, you will be joining the Southport Learning Trust; a family of eight schools which includes six secondary schools and two primary schools in the locality where you would gain support from a wider group of senior leaders. Schools in our Trust include Birkdale High School, Bedford Primary School, Greenbank High School, Kew Woods Primary School, Maghull High School, Meols Cop High School, Range High School and, of course, Stanley High School. Being part of a Trust will give you the opportunity to share and be involved in developing practice across multiple schools. You would benefit from an excellent Employee Assistance Programme and a commitment to your well-being and professional development.

Interested applicants are strongly encouraged to visit us, meet our team and most importantly, meet our fabulous students. To organise a tour ahead of application, please contact PA to the Headteacher, **Joely Harper** on [jharper@stanleyhigh.co.uk](mailto:jharper@stanleyhigh.co.uk)

**Nicki Gregg**  
Headteacher





# APPLICATIONS

- ROLE: Female Teaching Assistant - Level 3**  
**CONTRACT: Term Time Only, 12 Month Fixed Term**  
**SALARY: NJC Grade D Points 7-11 (from £26,403 FTE)**  
**CLOSING DATE: 17<sup>th</sup> July 2026**  
**INTERVIEW DATE: TBC**  
**START DATE: 01<sup>st</sup> September 2026**

The Trust is required under law and guidance to check the criminal background of all employees. Decisions to appoint will be subject to consideration of an Enhanced Disclosure, including a Barred List check from the Disclosure and Barring Service. Because of the nature of the work for which you are applying this post is except from the rehabilitation of offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

Successful applicants will be required to complete a confidential medical questionnaire and may be required to undergo a medical examination.

The Trust may carry out an online search on shortlisted candidates as part of our due diligence and in line with Keeping Children Safe in Education. This may help identify incidents or issues that have happened and are publicly available online, which we may wish to explore with you at interview.

Prospective candidates are encouraged to submit their applications at the earliest opportunity. All applications must be completed online via the designated application portal. Please note that paper applications will not be accepted.

Applicants should select the “**Apply Now**” option and ensure that the online application form is completed in full. It is essential that all details are accurate and that all required declarations are appropriately signed.

Candidates are required to complete a supporting statement within the online application form. This statement should clearly and concisely outline your relevant experience, the contributions you can make to the role, and any particular strengths or areas of expertise you wish to highlight. The supporting statement must be tailored to the specific post and should be a minimum of 1,000 words.

Please ensure that your employment history is fully accounted for, with no unexplained gaps in your career timeline.

You must provide the details of two professional referees. One referee must be your current or most recent employer, where applicable. If you are currently employed within a school setting, one of your referees must be your Headteacher.

***CVs will not be considered***

# PERSON SPECIFICATION

## Female Teaching Assistant - Level 3

	Essential	Desirable
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Ability to work effectively within a team environment, understanding classroom roles and responsibilities</li> <li>• Ability to build and maintain effective working relationships with all students and colleagues</li> <li>• Ability to promote a positive ethos and role model positive attributes</li> <li>• Ability to work with students at all levels regardless of specific individual need and identify learning styles as appropriate</li> <li>• Ability to adapt own approach in accordance with student needs</li> <li>• Excellent personal numeracy and literacy skills</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	
<p><b>Knowledge &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Advanced understanding of national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas, etc</li> <li>• Understanding of principles of student development, learning styles and independent learning</li> <li>• Experience of supporting students with physical needs</li> <li>• Working knowledge of relevant policies/codes of practice/legislation</li> <li>• Understanding of inclusion, especially within a school setting</li> <li>• Experience of resources preparation to support learning programmes</li> <li>• Effective use of ICT to support learning</li> <li>• Understanding of other basic technology – video, photocopier</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>D</p> <p>D</p> <p>D</p>
<p><b>Qualification &amp; Training:</b></p> <ul style="list-style-type: none"> <li>• Minimum 2 years experience of working with children in an educational setting (within specified age range/subject area)</li> <li>• NVQ III or equivalent intention to working towards in teaching assistance within specified age range/subject area</li> <li>• Requirement to complete DfES Teacher Assistant Induction Programme</li> <li>• Willingness to participate in relevant training and development opportunities</li> <li>• Training in the literacy/numeracy strategy</li> <li>• Training in special educational needs strategies</li> <li>• Willingness to undertake appointed person certificate in first aid administration</li> <li>• Specialist subject knowledge curriculum/resources if required by school</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>D</p> <p>D</p>

# PERSON SPECIFICATION

	Essential	Desirable
<p><b>Professional Values &amp; Practice:</b> Must be able to demonstrate the following:</p> <ul style="list-style-type: none"><li>• High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements</li><li>• Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners</li><li>• Demonstrate and promote the positive value, attitudes and behaviour they expect from the students with whom they work</li><li>• Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice</li><li>• Able to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning</li><li>• Able to improve their own practice through observations, evaluation and discussion with colleagues</li></ul>		

# JOB DESCRIPTION

We are committed to promoting the safeguarding and welfare of children and young people and expect staff all staff and volunteers to share this commitment.

**As part of the duties of this role, the successful candidate will be required to provide personal care to a female student. In order to maintain the student's dignity and privacy, this post is subject to a genuine occupational requirement and is therefore open to female applicants only, in accordance with the Equality Act 2010 (Schedule 9).**

## Principal Accountabilities:

To support and supervise individual student with sensory and physical needs under the direction of teaching and senior staff. This includes assisting with access to learning, providing tailored support, and promoting an inclusive and positive learning environment, as well as assisting with student personal care. The role also involves helping with classroom management, behaviour strategies, and using specialist resources to meet students individual needs.

## Support for the Pupil

- Develop a positive relationship with student, acting as a role model and maintaining high expectations.
- To build and provide 1-2-1 support.
- Provide consistent, tailored support to students with sensory and physical needs, responding to their individual requirements.
- Assist with personal care if required
- Liaison with healthcare professionals
- Assist in the implementation and monitoring of Individual Education Plans (IEPs) and Education, Health, and Care Plans (EHCPs).
- Promote inclusion, acceptance, and independence, ensuring all students can fully participate in school life.
- Encourage student to engage in classroom activities and social interactions, supporting their confidence and communication skills.
- Use specialist strategies and equipment to facilitate access to learning, including assistive technology and adaptive resources.
- Provide constructive feedback to students, helping them understand their progress and achievements.

## Support for the Teacher

- Assist with lesson planning, preparation, and delivery, adapting activities to meet individual learning styles.
- Monitor and evaluate students responses to learning activities, recording progress and achievement against set objectives.
- Provide detailed and accurate feedback to the teacher on student progress, helping inform future support strategies.
- Help maintain a positive and structured learning environment.
- Support in managing behaviour by implementing agreed strategies and encouraging pupils to take responsibility for their actions.
- Liaise with parents and carers under the guidance of the teacher, offering updates on student progress and well-being.

# JOB DESCRIPTION

We are committed to promoting the safeguarding and welfare of children and young people and expect staff all staff and volunteers to share this commitment.

<b>Support for the Curriculum</b>	<ul style="list-style-type: none"><li>• Support the delivery of agreed learning activities/learning programmes, adjusting activities according to student learning styles and individual needs</li><li>• Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development</li><li>• Support the use of ICT in learning activities and develop students competence and independence in its use</li><li>• Assist students to access learning activities through specialist support, e.g. curriculum/SEN specialism</li><li>• Determine the need for, prepare and maintain general and specialist equipment and resources</li></ul>
<b>Support for the Pupil</b>	<ul style="list-style-type: none"><li>• Develop positive relationships with students, acting as a role model and maintaining high expectations.</li><li>• Provide consistent, tailored support to pupils with sensory and physical needs, responding to their individual requirements.</li><li>• Assist with personal care if required</li><li>• Liaison with healthcare professionals</li><li>• Assist in the implementation and monitoring of Individual Education Plans (IEPs) and Education, Health, and Care Plans (EHCPs).</li><li>• Promote inclusion, acceptance, and independence, ensuring all students can fully participate in school life.</li><li>• Encourage students to engage in classroom activities and social interactions, supporting their confidence and communication skills.</li><li>• Use specialist strategies and equipment to facilitate access to learning, including assistive technology and adaptive resources.</li><li>• Provide constructive feedback to students, helping them understand their progress and achievements.</li></ul>
<b>Support for the School</b>	<ul style="list-style-type: none"><li>• Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).</li><li>• Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop</li><li>• Contribute to the school ethos, aims and development/improvement plan</li><li>• Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students</li><li>• Attend and participate in regular meetings as appropriate</li><li>• Participate in training and other learning activities as required</li><li>• Establish own best practice and use to support others</li><li>• Assist in the supervision, training and development of classroom support staff</li><li>• Assist with the planning of opportunities for students to learn in out-of-school contexts, according to school policies and procedures and within working hours</li><li>• Accompany teaching staff and students on visits, trips and out of school activities as required</li></ul>



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