Rumworth School

Temporary Teaching Assistant Level 3 (Grade F Scale Point 17 to 23)

Required as soon as possible

Employer: Bolton Council
Location: Bolton
Salary: Scale Point 17-23 £32,046 - £35,570 FTE, pro-rata £24,103 to £26,754
Salary Grade: Grade F
Working Pattern: Term time plus 5 days
Working Hours: 32.5 hours weekly
Contract Type: Temporary for 12 months in the first instance
Closing Date: 9am on Thursday 5th November 2026
Job Type: Education School based, Teaching Assistants
Interview Date: Week beginning 9th November 2026 - exact date and timings TBC

Due to an increase in our student numbers since the start of the current academic year, we are looking to recruit a temporary Teaching Assistant Level 3 (TA3) in order to meet specific student needs across school, which may include supporting staff and students in either KS3, KS4 or KS5. As a TA3, you will work with and supervise individuals and groups of students under the direction of teaching staff, including providing emergency cover, supporting specific individual learning and behavioural needs, providing specialist support in a specific curricular or resource area, thereby enabling and supporting access to learning for all students. You will have excellent literacy and numeracy skills, together with English and maths qualifications at GCSE grade C or above, or equivalent qualifications, and you will be able to provide your certificates for these.

Rumworth School is a highly regarded Local Education Authority maintained special school in Bolton with an excellent reputation for providing an outstanding provision for all students. Visitors to our school always comment on the "lovely feeling and buzz" and the calm & purposeful learning environment. We currently cater for a range of learning difficulties and additional needs for around 390 students. Our students are aged 11-19 and they all have an EHCP because they have a range of SEND which may include: Moderate and Severe Learning Difficulties, Complex Needs, Autistic Spectrum Conditions, Hearing and Visual Impairment, Physical Disability and Social, Emotional and Mental Health Needs. What our students most definitely do all have is a wonderful sense of fun, a love of learning, a high regard for each other and the adults who work with them, and they can't wait to meet you!

Our ethos is "Start with the young person" therefore you will be a champion for education as the vehicle to improve the life chances and outcomes for our students. Our vision is "You can do it, we will help" - in order to meet the needs of our students, we do have small teaching group sizes and high adult to student ratios. As a member of our staff team, you will embody our philosophy of supporting young people to be more "Confident, Resilient and Independent" through our rich offer of wider life experiences and activities.

Year 7 operates as a "Foundation Year" where students have a more class-based transition from their primary school with the Year 7 team delivering the majority of learning. Year 7 students also access specialist rooms

including our dedicated Science laboratories, and they are taught by specialist subject teachers for lessons such as Science, Design Technology, Forest School, Art, Music, PE and ICT.

Students in Years 8 to 11 then follow a differentiated curriculum model, according to their needs:-

- Some follow a more formal curriculum with a modified mainstream approach
- Some have less transition and spend more time on the consolidation of basic skills in a based class

All students access appropriate external accreditation at the end of KS4 and during KS5, and our full accreditation offer includes GCSEs, ASDAN, BTEC, Functional Skills and Entry Level Certification, depending upon subject and student ability. In KS5, students continue to follow the most suitable curriculum for their ability. We offer a Year 14 Transition where some students continue on to the "Pathway to Employment" route, and those with SLD and complex needs would usually follow a "Pathway to Independence" route.

We are always keen to recruit staff of the highest calibre, and what matters most to us is that you are the "right fit" for our students and our staff. We welcome applications from colleagues with relevant mainstream experience, as well as those with SEND experience.

Visits to our school:

Visits are strongly recommended prior to application, as this is helpful when tailoring a letter of application in order to evidence how you best meet the selection criteria. Please do not send a generic letter or a CV with your application.

Please contact our School Office on 01204 333600 in order to arrange a visit.

How to apply:

Please download and complete the application form and outline your suitability for this post at Rumworth School in your letter of application, within a maximum of two sides of A4 paper.

This post is also advertised on the "Vacancies" page on our school website, which you can view at: http://www.rumworth.co.uk/vacancies

All applications should please be returned electronically to Mrs Marsha Andrews, the Headteacher's PA: mandrews@rumworth.bolton.sch.uk

Closing date:	9am on Thursday 5th November 2026
Shortlisting:	Friday 6th November 2026
	Shortlisted candidates to be informed by 5:00 pm on Friday 6th November 2026
Interview Date:	Week beginning 9th November 2026 - exact date and timings TBC

We are committed to safeguarding and promoting the welfare of children and young people, therefore as part of our Safer Recruitment process, references will be requested for all shortlisted applicants prior to interview. Please note we will ask you to confirm via email that you agree to this should you be shortlisted.

Appointments are also subject to the outcome of an enhanced DBS check and being able to provide evidence of your qualifications.

Rumworth School, Armadale Road, Bolton BL3 4TP
Telephone: 01204 333600

Rumworth School

Temporary Teaching Assistant Level 3 (TA3)

Applicant Information Pack

Our Ethos	**START WITH THE YOUNG PERSON**
Our Vision	**'YOU CAN DO IT, WE WILL HELP'** Supporting young people to be more Confident, Resilient, Independent
Our Inclusion Principles	**EQUALLY DIFFERENT, DIFFERENTLY EQUAL** At Rumworth, everyone is valued and welcomed as belonging to our school community. Difference and diversity are accepted and nurtured as contributing to all our achievements. We foster participation and mutual respect as part of everyday life in our school
Our Mission	We believe that everything we do should start with the young person. For them, we aim to create a happy, safe and effective learning community, in which all stakeholders are valued. We aim to provide our students with a wealth of learning opportunities which will not only give them an enriching school experience, but will also equip our students with the skills to give every young person the chance to progress smoothly towards a life of opportunity.

Rumworth School

Teaching Assistant Level 3

Grade F Scale Point 17-23

Temporary post

Job Description

Job Title	TEACHING ASSISTANT LEVEL 3
Grade	Grade F
Primary Purpose of the Job	To work with and supervise individual students and groups of students under the direction/instruction of teaching &/or senior staff including providing emergency cover), inclusive of specific individual learning needs, enabling access to learning for all students and assistance and support in classroom management and behaviour techniques and providing specialist support in a specific curricular/resource area.
Responsible to	Headteacher
Responsible for	n/a
Principal Responsibilities	Provide support for the students, teachers, curriculum and school

MAIN DUTIES

1. **Support for the Student**

a Establish excellent working relationships with students, acting as a role model
b Encourage students to interact with others and engage in activities led by the teacher
c Provide consistent support to students dependent upon their individual needs, ensuring their safety whilst supporting access to learning activities
d Promote inclusion and acceptance of all students
e Assist with the development and implementation of individual learning, behaviour and safety plans and use specialist (curricular/learning) skills/training/experience to support students
f Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure
g Provide feedback to students in relation to progress and achievement under the guidance and direction of the teacher

2 Support for the teacher

a Provide minimal clerical/administration support (e.g. photocopying, typing, filing, collecting money etc.)
b Assist with the display of students' learning
c Establish and maintain a purposeful, orderly and supportive learning environment, under the supervision of the teacher
d Contribute to lesson planning, evaluating and adjusting lessons/work plans as appropriate goals

e Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives

f Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as requested

g Administer routine tests, invigilate exams, and accurately record student progress and achievement

h Promote excellent student behaviour, dealing promptly with conflict and incidents and encouraging students to take responsibility for their own behaviour in line with established Rumworth School policies and practices

i Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents under teacher supervision.

3 Support for the curriculum

a Undertake structured and agreed learning activities/learning programmes, taking in to account the consideration of student learning styles

b Undertake literacy/numeracy programmes, recording achievements and progress and providing appropriate reports and feedback for the teacher

c Support the use of ICT in learning activities and develop students' competence and independence in its use

d Assist students to access learning activities through specialist support e.g. curriculum/SEN specialism

e Determine the need for, prepare and maintain general and specialist equipment and resources

4 Support for the school

a Be aware of and comply with Rumworth School policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate named person (as named in the policy concerned)

b Be aware of and support difference, and ensure all students have equal access to opportunities to learn and develop

c Contribute to the school ethos, aims and development/improvement/evolution plans

d Establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of students

e Attend relevant meetings as required

f Participate in training and other learning activities as required
Establish own best practice and use to support others, including assisting in the supervision, training and development of classroom support staff

g Assist with the supervision of students out of directed lesson time, including before and after school if appropriate and within working hours

h 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

i Accompany teaching staff and students on visits, trips and out of school activities as required

Customer Care
Listen and respond to customer need

a Seek out innovative ways of consulting service users and engaging partners Network with others

b to develop services for the benefit of the service users

c

Developing self and others

a To make every effort to access development opportunities

b

c To actively participate in your own performance management, identifying your development needs through your personal development plan
To contribute to whole-school development by sharing your learning with others

Valuing Diversity

a To accept that everyone has a right to their distinct identity

b To treat everyone with dignity and respect, and to ensure that feedback is valued by reporting it back into the school.

c To promote and participate in Rumworth School's inclusive practices

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.

Date Job Description prepared /updated: 14th February 2025

Job description last updated by: Caroline Dawson, Deputy Headteacher

Rumworth School

Person Specification Teaching Assistant Level 3

Stage One Criteria	Disabled Candidates are guaranteed an interview if they meet the minimum essential criteria below	Method of Assessment * A / I / T
SKILLS AND KNOWLEDGE		
Ability to provide effective support during learning activities through use of appropriate strategies for motivate and challenge students		A / I
Ability to work effectively within a team environment, understanding classroom roles and responsibilities		A / I
Ability to interact with, listen to and positively encourage students to learn		A / I
Ability to build effective working relationships with all students and colleagues		A / I
Ability to promote a positive ethos and role model positive attributes		A / I
Excellent personal numeracy and literacy skills		A / I / T
Ability to work with students at all levels regardless of specific individual need and identify learning styles as appropriate)		A / I
Ability to adapt own approach in accordance with pupil needs		A / I
Effective use of ICT to support learning, and ability to use other basic technology to record and file information e.g. CPOMs		A / I
Understanding and working knowledge of the national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc.		A / I
Working knowledge and understanding of principles of child development, learning styles and independent learning		A / I
Working knowledge of relevant policies/codes of practice/legislation		A / I
Ability to apply agreed behaviour strategies, responding appropriately to incidents in accordance with role and responsibilities		A / I
Understanding of inclusion, especially within a school setting		A / I
Experience of resources preparation to support learning programmes		A / I
Be familiar with and able to set in motion accident/emergency, safety, safeguarding and welfare procedures, according to school/setting policies and procedures		A / I
EXPERIENCE / QUALIFICATIONS / TRAINING		
Minimum of two years' experience of working with children / young people in an educational setting (within specified age range/subject area)		A
English and maths qualifications at GCSE grade C or above, or equivalent		A
Requirement to complete Teacher Assistant Induction Programme		I
Willingness to participate in relevant training and development opportunities		A / I
Training in literacy/numeracy strategy		A
Specialist subject knowledge in areas of the curriculum/resources		A
WORK RELATED CIRCUMSTANCES – PROFESSIONAL VALUES & PRACTICES		
High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements		A / I
Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners		A / I
Demonstrate and promote the positive values, attitudes and behaviour they expect from the students with whom they work		A / I
Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice		A / I
Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning		A / I
Able to improve their own practice through observations, evaluations and discussion with colleagues		A / I

STAGE TWO CRITERIA Will only be used in the event of a large number of applicants meeting the minimum Stage One essential requirements

ADDITIONAL REQUIREMENTS	*** Method of Assessment**
SKILLS AND KNOWLEDGE	
Knowledge and understanding of managing change and transitions with students	I

EXPERIENCE / QUALIFICATIONS / TRAINING	
NVQ 3 or equivalent in teaching assistance	A
Training in special educational needs strategies	A
Willingness to undertake any training that will enable the post holder to carry out their duties effectively and efficiently	I

For Method of Assessment * A = Application *I = Interview *T = Task

Note to Applicants:

Please do try to show within your application form and your supporting letter how best you meet these requirements

General Information about Rumworth School

This positive and successful secondary special school is ambitious, high-achieving, supportive and happy; the school ensures that the impact is high on improvement for all of our students, who are at the heart of everything we do. We have around 390 students in 38 classes across Years 7 to 14. We have just completed a building programme to accommodate this planned growth, which will further enhance the space and wide range of facilities available on our site in order to offer an appropriate secondary special school curriculum for our students who have a wide range of SEND (Special Educational Needs and Disabilities).

Staff work in close partnership with parents and other professionals to ensure we offer a broad, relevant curriculum which builds on objectives recorded in EHCPs and takes account of the full range of the interests, needs and aspirations of our students. Governors, parents and staff are very supportive of the school and responses in surveys are overwhelmingly positive. All staff embody our vision of "You can do it, we will help".

Our Shared Vision is integrated into all aspects of school development and evaluation, and it is the vehicle by which we strive to deliver those commitments we made to our children and young people and everyone in our community. The Senior Leadership Team and the Governing Body have high expectations for what all of our students can achieve, whilst seeking to ensure they become more "Confident, Resilient and Independent". We work collaboratively with our senior middle leaders and middle leaders who make up the Extended Leadership Team, and also with all staff in order to ensure high standards of provision and care for students.



Our academic provision runs in Key Stages and then as strands according to student needs; the differing curricula provide excellent opportunities for all students to reach their potential across the full range of their needs, including SMSC. All students access appropriate external accreditation at the end of KS4 and during KS5 in our Sixth Form, and our accreditation offer includes a wide range of GCSEs, Functional Skills, ASDAN, BTEC, and Entry Level Certification, dependent upon student ability.

In Year 7, students have a more class-based curriculum with their class teacher delivering the majority of their learning within a "Foundation Year" setting. Year 7 students also access specialist rooms and may be taught by other staff for lessons such as Forest School, Art, Music, PE, Science, ICT, and Design Technology.

From Years 8 to 11, students then follow a differentiated curriculum model, according to their needs:-

- ✓ Some follow a more formal curriculum with a modified mainstream approach
- ✓ Some have less transition and spend more time on the consolidation of basic skills
- ✓ Some have particular SLD / ASD / SEMH needs and benefit from smaller groups at times

Students may have support from other professionals, who work collaboratively with our form team staff.



During KS5 in our Sixth Form College, students follow the most suitable curriculum for their ability, and we then offer a Year 14 Transition; some continue on to the "Pathway to Employment" route, and those with more severe learning difficulties and complex needs would usually follow a "Pathway to Independence" route. Students then transition to an appropriate post-19 destination, which may which may be LifeBridge - the Post-19 setting that was developed a number of years ago by current and retired members of our Senior Leadership Team.



We have made significant investments in our vocational facilities and in our curriculum offer to support & promote employability and independence. Our "Rummies" Bistro is open daily and students are involved in preparing and serving a wide range of drinks, snacks and meals, including barista coffees and our renowned afternoon teas.

The recent extensive development of our outdoor "Growing Places" area includes a new outdoor classroom area, an industrial-scale growing polytunnel and planting areas with raised beds. Every form class has a small outdoor garden and then each year group takes part in designing an annual 'show garden' as part of the Rumworth School Grand Show competition.



The Forest School area, our large fishing lake, accessible outdoor trail paths, the outdoor gym and two outdoor multi-use games areas (MUGAs) all offer secure outdoor spaces to promote health and well-being. Students have the opportunity to develop new skills and access team building activities which support the holistic development of confidence and communication. Students are also taught to swim and have access to therapy sessions in our hydrotherapy pool which has a wave function, and sound & light facilities.

