



St Edmund Arrowsmith Catholic High School

Prepare the way of the Lord, through **ACTIONS**

HIGHER LEVEL TEACHING ASSISTANT (with responsibility for Numeracy Intervention)

CANDIDATE INFORMATION PACK

Strong standard



ABOUT ST EDMUND ARROWSMITH CATHOLIC HIGH SCHOOL

St Edmund Arrowsmith Catholic High School is committed to providing an education rooted in Gospel values, inspiring pupils to make the world a better place. Prepare the way of the Lord, through **ACTIONS** is the school motto.

Values and Vision

St Edmund Arrowsmith Catholic High School provides an environment for learning that is safe, supportive, caring and encourages life-long learning. Our students often refer to us as their second family as they feel nurtured in the environment provided for them and whilst educational attainment is crucial, we firmly believe that the development of the whole child is the mission of the school and gives all of our pupils the best chance to lead fulfilled and prosperous lives.

We seek to offer a curriculum that meets the needs of all, as we recognise that every young person is uniquely talented. Each pupil is provided with a personalised pathway and understands that this gives them the best chance of achieving their individualised goals. The technology provided to subject and pastoral teachers is the conduit for a structured framework to support and guide pupils along these pathways, using easily accessible data.

In addition to formal lessons, pupils engage in activities that reinforce our Catholic ethos such as form prayers, weekly collective worship, class masses, whole school masses, daily morning prayer, spirituality lessons and much more.

The theme of all that we do with our community of young people is to encourage them to put their faith and beliefs into action and **strive to make the world a better place**.

About us

Established in 1961, **St Edmund Arrowsmith Catholic High School** has a proud history. We are a mixed, voluntary-aided Catholic secondary school for pupils aged 11-16, located in Ashton-in-Makerfield, near Wigan in Greater Manchester. The pupil roll is 1,200 and we are over-subscribed year on year due to the excellent reputation the school holds within the community.

We know that **St Edmund Arrowsmith Catholic High School** is a great place to work and our staff retention figure reflects this. We are a community of like-minded individuals who share a passion for the betterment of young people on every level. We are also passionate about our work-life balance, encouraging wellbeing and mindfulness at every opportunity.

We are blessed with a dedicated and hard-working staff who have retained our status as a high-quality provider of education over many years. Our staff community is incredibly supportive of each other and our personalised CPD programme means that everyone's career development is supported in a way that is specific to them.

For teaching colleagues who join our school, regardless of experience, there is a strong and supportive framework of induction. Also, for those new entrants to teaching, there is a mentoring programme to ensure that qualified teacher status is achieved. We have strong links with the development of new teachers as **St Edmund Arrowsmith Catholic High School** is the lead school within the **Wigan & West Lancashire Catholic Schools Direct** programme. This is carried out in partnership with Liverpool Hope University, an accredited teacher training institution - [Wigan and West Lancashire Catholic School Direct](#).

Ofsted Report – March 2026:

Strong standard



[St Edmund Arrowsmith Catholic High School, Ashton-in-Makerfield - Open - Find an Inspection Report - Ofsted](#)

What is it like to attend this school?

"Pupils are proud ambassadors for their school. They bring the school to life with a strong sense of faith, ambition and a deep sense of community. From the first moment of the day, pupils engage freely in morning prayer, recreational sport, music and warm conversation with staff and peers. Pupils routinely uphold the school's expectations and respond with maturity and self-belief to the routines and values leaders have built over time. Pupils are safe, well known by staff and deeply valued."

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VACANCY: Higher Level Teaching Assistant (with responsibility for Numeracy Intervention)

Thank you for your interest in the vacancy for the above position (*temporary contract*) at St Edmund Arrowsmith Catholic High School.

Our aim has always been to inspire every pupil to want to make the world a better place. This aim sits above all others in defining an education for our pupils.

We are seeking a practitioner who is passionate about achievement and outcomes for young people both academically and personally and if you would like to join our school community as a colleague who is committed to these values, then I look forward to receiving your application form.

To apply, please use the CES application forms provided and return these prior to the closing date stated on the advert **Monday 5 October 2026 at 9.00am** to recruitment@arrowsmith.wigan.sch.uk.

Shortlisted applicants will be contacted as soon as possible and therefore if you have not received any contact within a 2-week period following the closing date, we must advise that you will not have been successful on this occasion.

If you require further information, please do not hesitate to contact the school where you will be sure to find a warm and courteous welcome.



M J DUMICAN
Headteacher

JOB DESCRIPTION: HLTA (with responsibility for numeracy intervention)

The school has been designated by the Secretary of State as a school with a religious character. Its Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Catholic Church and the Trust Deed of the Archdiocese of Liverpool. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ.

This appointment is with the governors of the school under the terms of the Catholic Education Service contract signed with the governors as employers. It is subject to the current conditions of service for support staff and other current education and employment legislation including that of the Department for Education.

The governing body and the Diocese are committed to safeguarding and promoting the welfare of children and young persons. The highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the DBS and obtain any other statutorily required clearance.

JOB PURPOSE: To develop bespoke numeracy support plans for individual pupils and small groups.
To assist with small groups within Maths Lessons.

RESPONSIBLE TO: Headteacher, SLT i/c Maths, Head of Maths

LIAISES WITH: SENCO Leaders, Teaching Staff, Support Staff

SALARY: **G6: SCP 14-20** (£29,540 – £32,597 (Full time salary)
Approximate pro-rata (actual) salary £25,296 – £27,914 (Hourly rate £15.31 – £16.89)

CONTRACT: Temporary (12 months – 31st August 2027)

START DATE: ASAP

MAIN DUTIES AND RESPONSIBILITIES:

To work under the direction and guidance of the Head of maths and the SENCO and to liaise with subject teachers where appropriate.

SUPPORT FOR STUDENTS

- Work with leaders in the school and the Maths Department to identify which pupils need support packages.
- Monitor pupil progress through regular assessment and adapt sessions/cohorts when needed.
- Develop a strong understanding of the mathematics KS3 curriculum to dovetail support and improve outcomes.
- Maintain accurate records of attendance, outcomes and impact on pupils' progress.
- Identify learning gaps and help to shape a bespoke intervention programme for pupils using resources provided and ideas of your own.
- Deliver engaging sessions, to support a range of learning styles with clear learning objectives.
- Differentiate sessions in line with pupils' ability, considering any barriers to learning or additional needs.

- Provide feedback to pupils in relation to progress and achievement.
- Derive measurable outcomes from sessions to track progress.
- Establish good working relationships with all pupils by acting as a role model and setting high expectations.
- Provide appropriate support for targeted pupils within the classroom situation, or to individuals/small groups withdrawn from the normal teaching group.
- Demonstrate safeguarding standards in all practice.

SUPPORT FOR TEACHING STAFF

- Under the direction and guidance of the leaders in the mathematics department and the SENCO, organise and manage learning resources for identified classes or pupils within existing classes.
- To identify under achieving pupils (all abilities) by ongoing discussion with other members of the department. To monitor and evaluate pupil resources to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- To devise and implement appropriate intervention strategies to address underachievement.
- To work alongside staff to enforce the school's behaviour policy. To anticipate and manage behaviour effectively in order to promote self-control and independence.
- Where appropriate, to liaise with parents re: pupils' learning and behaviour. To provide positive and negative feedback to parents on pupil progress/achievement.

SUPPORT FOR THE CURRICULUM

- To provide agreed learning activities to pupils appropriate to pupil need, to improve numeracy skills.
- To collate and organise teaching resources to match existing schemes of work and to develop resources for Numeracy Intervention, as directed.
- To identify and include opportunities for the use of ICT to support pupil learning.
- To advise on appropriate use and deployment of specialist aids, resources/equipment.
- To provide a stimulating and vibrant learning environment by ensuring wall displays are attractive, regularly updated, exemplify excellence, recognise and celebrate pupil achievement.

SUPPORT FOR SCHOOL

- To comply with and assist with the development of policies and procedures appropriate to the role.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, supporting pupils with medical conditions, confidentiality and data protection, reporting all concerns to the appropriate person.
- Be aware of and support differences and ensure all pupils 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, liaising with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings as may be reasonably directed.
- Participate in training and other learning activities as may be reasonably directed.
- Undertake training to become a First Aider.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance and supervision and assist in the training and development of staff as may be reasonably directed.

- Supervise pupils on visits, trips and out of school activities as may be reasonably directed.
 - To carry out general support staff duties when required.
 - Any other tasks as directed by your Line Manager or Headteacher which are appropriate to the post.
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REVIEW

This job description is current at the date shown, but in consultation with you it is liable to variation by Management to reflect or anticipate change in, or to the job commensurate with the grade and job title.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PERSON SPECIFICATION: HLTA – WITH RESPONSIBILITY FOR NUMERACY INTERVENTION

Training and Qualifications:		A: Application / I: Interview / R: References	
	Essential	Desirable	Source
GCSE maths at grade 5/C or above, plus 2 other GCSEs at grade 5/C or above.	E		A
Training in the relevant strategies or a willingness to undertake such training	E		A
Experience:	Essential	Desirable	Source
Experience of working with or caring for children of a relevant age in a learning environment		D	A, I, R,
Knowledge and Understanding: <i>Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post</i>			
Knowledge of how to use ICT effectively to support learning	E		A, I, T
Knowledge of relevant policies/codes of practice and relevant legislation		D	A, I
Knowledge of implementing national/foundation stage curriculum and other relevant learning programmes/strategies		D	A, I
Good understanding of child development and learning processes	E		A, I
Understanding of statutory frameworks relating to teaching		D	A, I
Knowledge of a range of strategies to promote good behaviour and establish a purposeful learning environment		D	A, I
Knowledge of physical, intellectual, emotional and social development of children (PIES)		D	A, I
Knowledge and/or understanding of KS3 mathematics curriculum		D	A, I
Personal Skills, Abilities and Competencies: <i>Applicants should be able to provide evidence that they have the necessary skills and abilities required</i>			
Ability to use a range of strategies deal with classroom and individual behaviour	E		A, I
High level organisational skills	E		A, I
Very good communication skills to deal with both children and adults	E		I
Ability to constantly improve own practice/knowledge through self-evaluation and learning from others	E		A, I
Ability to work under supervision and as a team member	E		A, I
Ability to deal with minor injuries		D	A, I
Legal Issues:			
Legally entitled to work in the UK	E		A, I

Note: Candidates failing to meet any of the essential criteria will automatically be excluded

What to Expect

If you feel that you have the necessary skills and qualities to undertake this role, we will be delighted to receive your application form, we do not accept CV's.

It is important to tell us about your skills and experience relevant to the role. Please ensure that you answer all the questions on the application form and explain any gaps in your employment or educational history as the information you provide will be used in our shortlisting process.

Once we have received your application, it will be reviewed and evaluated. If we feel that you may be suitable for the vacancy, you may be invited to attend an interview, the format of which will be confirmed as part of the invitation.

As part of the safer recruitment process, a search of the candidate's online presence will be undertaken.

Due to the high volume of applications that we receive, if you do not hear from us within 2 weeks of the closing date, then on this particular occasion you will not have been successful. We are not able to provide feedback on applications that have not been shortlisted for interview.

Should you wish to visit the school, please email us at recruitment@arrowsmith.wigan.sch.uk and we will arrange a suitable time.

The school website is a fantastic source of information about our school and we recommend that you visit this at <https://www.arrowsmith.wigan.sch.uk/>

The Interview Process

Deadline:	Monday 5 October 2026 @ 9.00am
Interview Date:	To be confirmed
Start Date:	ASAP

All candidates will be given a tour of the school

For support staff candidates: the interview process will consist of written and/or verbal tasks and a formal interview with senior staff.

For teaching candidates: the interview process will consist of teaching an observed lesson, interacting with students, and certain additional tasks as deemed appropriate for the position.

The recruitment process at St Edmund Arrowsmith Catholic High School will involve a member of the senior leadership team who is appropriately trained in the safer recruitment protocols.



Rookery Avenue, Ashton-in-Makerfield, Wigan, WN4 9PF
Tel: 01942 728651
Email: recruitment@arrowsmith.wigan.sch.uk

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