

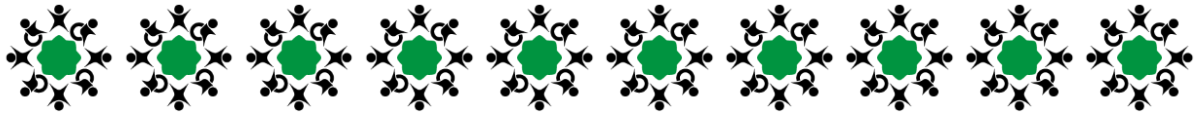
# Bleasdale School

Learning Together / Achieving Together



## TEACHING ASSISTANT LEVEL 2B

Bleasdale School Information Pack



# Contents

Key Information

Welcome from the Headteacher

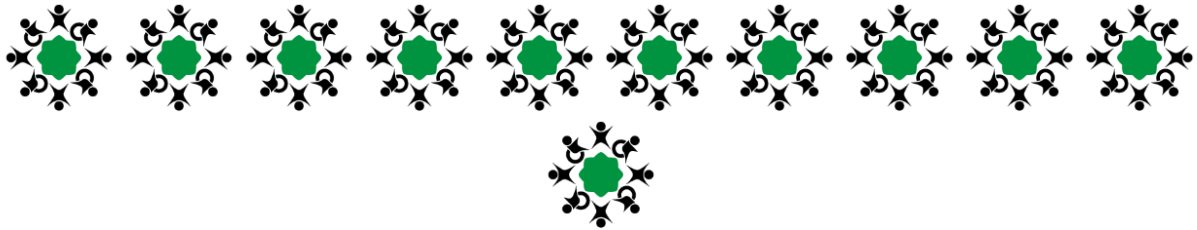
Ethos and Values

School Information

What is special about our school? / What we can offer you

Job Description

Person Specification



## Key Information

**Term time only 32.5 hours per week**

**Monday to Friday 8.45am – 3.45pm (half hour lunch unpaid)**

**Salary: £25,183 to £27,269 per annum FTE - Term time only - Actual Salary £18,703.94 to £20,253.25 (*Pay Award Pending*)**

**Closing date: 11:00 AM Monday 29th September 2025**

**Shortlisting: Monday 29th September 2025**

**Interview: Wednesday 8th October 2025**

*We also welcome applications from those interested in reduced part-time hours (minimum 15 hours per week). Please note that the salary will be pro-rated based on the number of hours worked. If you would like to be considered for this option, please indicate your preferred weekly working hours on the application form.*

**Application Form:** Please use the LCC application form which is attached to the job advert particulars

**How to Apply:** Applicants are asked to complete an application form and email back to [admin@bleasdaleschool.lancs.sch.uk](mailto:admin@bleasdaleschool.lancs.sch.uk)

**All Enquiries to:** [deputy.head@bleasdaleschool.lancs.sch.uk](mailto:deputy.head@bleasdaleschool.lancs.sch.uk)

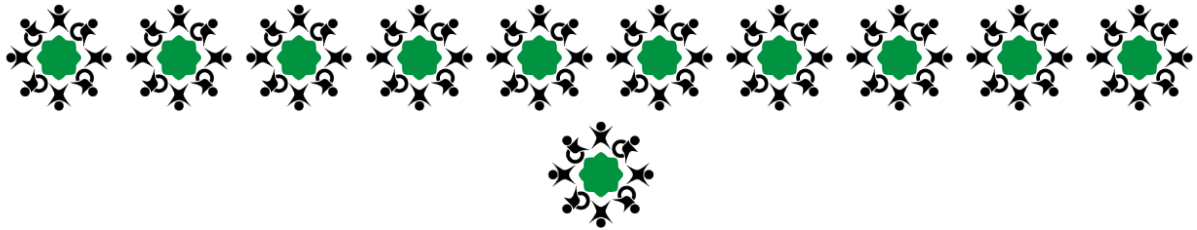
**Telephone:** 01524 701217

**Email Address:** [admin@bleasdaleschool.lancs.sch.uk](mailto:admin@bleasdaleschool.lancs.sch.uk)

**School Address:** 27 Emesgate Lane, Silverdale, Carnforth, Lancashire, LA5 0RG

**School Website:** <https://www.bleasdaleschool.lancs.sch.uk/>

**School News Blog:** <https://bleasdaleschool.lancs.sch.uk/news/>



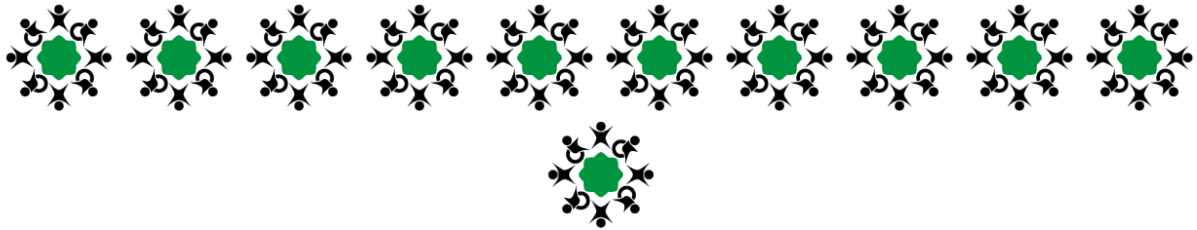
## Welcome from the Headteacher

Thank you for your interest in the post of Teaching Assistant Level 2B at our school. At Bleasdale School, we want someone to join us who strives for the very best for the children and pupils, wants to achieve highly and wants to reach the highest standards for staff and pupils alike. You will have the energy to help our pupils become as independent as they can be through continually asking for the best from all involved in their school life.

Bleasdale is an outstanding standalone day school specialist school nestled in the hills of Silverdale, an Area of Outstanding Natural Beauty. Bleasdale School caters for children and young adults aged 2-19 years, with profound and multiple learning disabilities, severe learning difficulties, and/or a diagnosis of autistic spectrum condition. Bleasdale pride ourselves on supporting pupils and their families through pivotal transitions of their life from portage, nursery, primary, secondary, Post 16 and beyond. The curriculum has been carefully crafted to support individual learning journeys into adulthood. Strong multiagency working is weaved into specialist teaching and learning, mirrored by the dedicated school spaces that include Hydro-Pool facilities, Rebound, Outstanding Natural Beauty (AONB) green spaces, PE and performance hall (to name but a few). The building holds a strong coaching culture at the heart of what we do supporting everyone to be the best person they can be. Ofsted has consistently reached a judgement that Bleasdale is Outstanding, and Bleasdale is proud to hold strong links to other outstanding providers nationally as well as locally.

This role would be ideal for an aspiring TA1 who wishes to further enhance their practice. You will benefit from a strong supportive team throughout the school, with excellent career opportunities. The school has developed a strong practice of supporting staff to improve and progress. We are interested in what you can bring to our school to benefit our pupils and families. This is an exciting time to become part of the Bleasdale team and I look forward to receiving your application.

Sefton Booth.



# Ethos and Core Aims

## Our Mission Statment

**“Learning Together, Achieving Together”.**

By empowering equality, we enable collaboration as equal partners, bringing together our combined knowledge to provide exceptional teaching and learning for all of our pupils’ needs.

Our core aims include:

1. Place the students at the heart of everything we do.
2. Place inquiry and reflection as an important part of our practice.
3. Provide a curriculum that prepares our pupils for adulthood.
4. Provide person centred learning that is suited to the individual needs of the learner.
5. Provide the learner with the skills required to maximise their full potential, both currently and in their future.

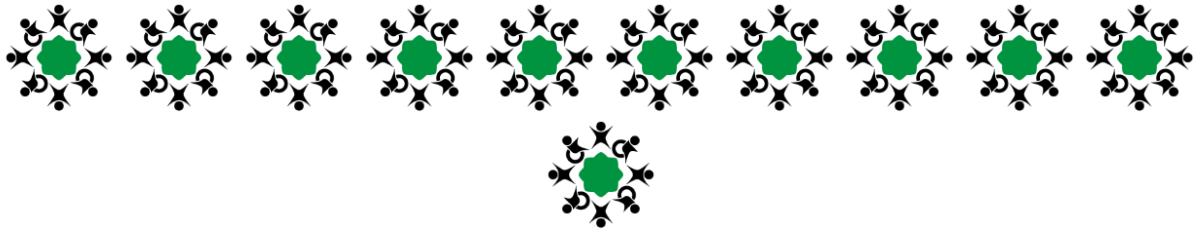
*“I wouldn’t like my daughter to go anywhere else!”  
– Parent*

*“Would you recommend this school? MOST DEFINITELY YES!!”  
– Parental Survey 2022*

Bleasdale  
collective  
comments

*“The school has wonderful, dedicated and truly caring staff.” - Parent*

*“Children receive high quality individualised care and support from dedicated staff who know them exceptionally well.”  
– Ofsted 2022*



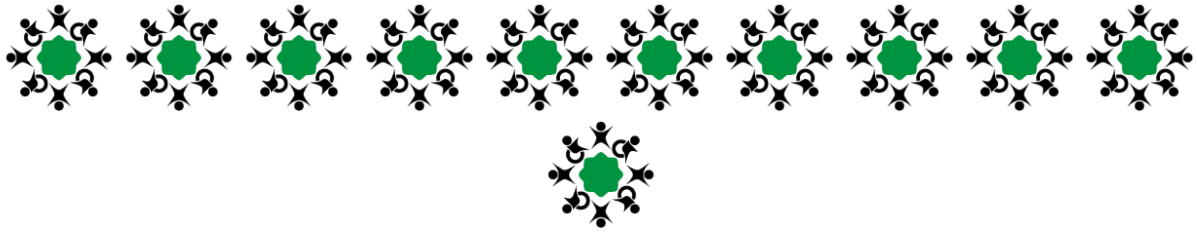
## School Information

Bleasdale School is situated in Silverdale, Lancashire. The school consists of 2 buildings, situated across the road from each other. The reception building is modern and meets the needs of our pupils and the other is the 'Therapies' building which houses our swimming pool, Rebound therapy, library, Food Technology, PE and performance hall and music space amongst a rich historical site overlooking Morecambe bay.

Although we mainly currently cater for over 40 pupils with Profound and Multiple Learning Difficulties (PMLD) our pupils are increasingly becoming more complex. We now have pupils with ASD, Pupils with SLD, pupils with SLD and physical difficulties and pupils who have quite challenging behaviours. The skills and expertise of all the staff have increased considerably. We have a child centered approach and promote individual achievement and independence. We celebrate our pupils' successes no matter how small or big these may be. This has been recognised with the consistent Outstanding Ofsted Grades over the past 6 inspections (both Education and Care Standards). Currently we offer provision for 2-19 yr olds. We achieve this by the love of working and coaching together by "challenging each other with Love for Growth".

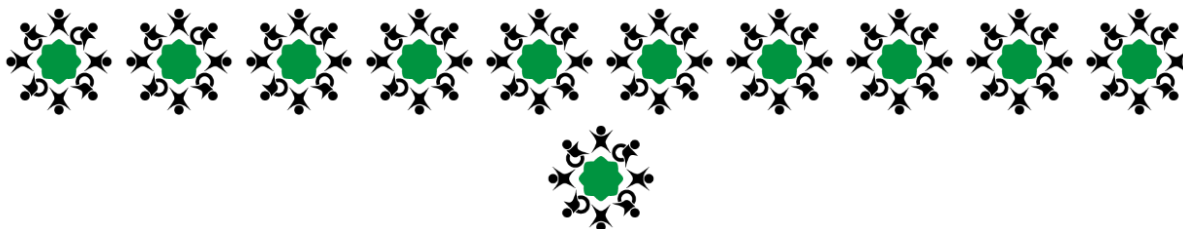
Our aim is to support pupils through their journey to adulthood, leaving school as independent as they can be and ready for the next stage of their lives. We work closely with parents to achieve this and adopt a true multi-agency approach with other services including nurses, therapists, social care, positive behaviour and Early Help team amongst others. Our curriculum is designed to support this goal.





What is Special about our School? / What can we offer you?





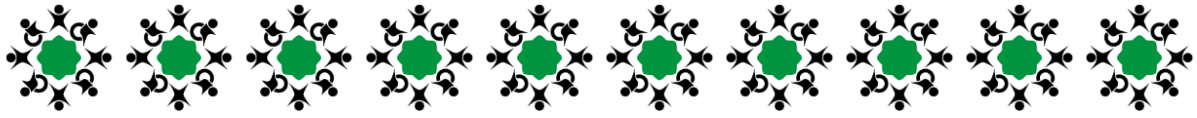
# Job Description

Lancashire County Council

## Role Profile – Operational Context Form

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |                              |        |                            |        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------|--------|----------------------------|--------|
| <b>Post title:</b> Teaching Assistant 2(b)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |                              |        |                            |        |
| <b>Grade:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Grade 5 | <b>Staff responsibility:</b> | Yes/No | <b>Essential Car user:</b> | Yes/No |
| <p><b>Scope of role:</b><br/>Under the general supervision and direction of the teacher, to plan and implement learning activities for individuals and groups. To monitor pupil progress and provide feedback to the class teacher and establish supportive and constructive relationships with pupils, parents and carers. To provide short term cover for classes to which the Teaching Assistant is normally assigned, when the class teacher is unexpectedly unavailable.</p> <p><b>In addition to the following duties, the postholder may be required to undertake any of the duties normally associated with a lower graded Teaching Assistant post</b></p> <p><b>Accountabilities/Responsibilities – appropriate for this post:</b></p> <p><b>Support for Pupils</b></p> <ul style="list-style-type: none"> <li>- Under the general supervision and direction of the teacher to implement structured learning activities for individuals and groups of pupils.</li> <li>- To undertake activities in order to monitor the personal social and emotional needs of pupils.</li> <li>- To develop positive relationships with pupils to promote pupil progress and attainment.</li> <li>- To assist in the devising of pupil's individual targets and their monitoring and review.</li> <li>- Support pupils as part of a planned inclusion programme</li> <li>- To implement specific programmes with individual pupils or groups appropriate to the developmental needs of individual children throughout different curriculum areas.</li> <li>- To assist in the development of varying skills that support pupils' learning.</li> <li>- To assist in the specific medical/care needs of pupils when specific training has been undertaken. In a special school, this may include complex medical needs.</li> </ul> <p><b>Support for the Teacher</b></p> <ul style="list-style-type: none"> <li>- To monitor and record pupil progress and developmental needs.</li> <li>- To produce relevant classroom resources.</li> <li>- To undertake classroom administrative tasks including the maintenance of records.</li> <li>- To assist in pupil supervision and assist in the management of pupil behaviour.</li> <li>- To provide short term cover for classes to which the Teaching Assistant is normally assigned, when the class teacher is unexpectedly unavailable.</li> <li>- To provide information to the class teacher to assist in the planning of work programmes.</li> <li>- To liaise with the school's nominated person in respect of pupil absence.</li> <li>- To assist with the arrangements for out of school learning activities including the administration of work experience.</li> <li>- To provide clerical and administrative support including the collection and recording of money.</li> <li>- Administer routine tests, assist in the invigilation of exams and undertake routine marking of pupils work</li> </ul> |         |                              |        |                            |        |



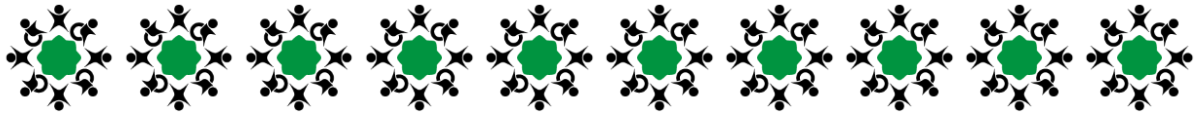


# Job Specification Teaching Assistant Level 2B

## Person Specification Form

Post Title - Teaching Assistant - Level 2(b)

| Personal Attributes required<br>(on the basis of the job description)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Essential (E)<br>or<br>Desirable (D)                                            | To be identified by:<br>(eg application form,<br>interview, reference etc) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>Qualifications</b><br><br>NVQ level 2 or above qualification –appropriate to the post (or equivalent)<br>Level 2 or equivalent qualification in English/Literacy and Mathematics/Numeracy                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <br><br>D<br><br>D                                                              |                                                                            |
| <b>Experience</b><br><br>Experience of working with or caring for children of relevant age<br>Experience of working in a relevant classroom/service environment<br>Experience of Administrative work<br>Experience of supporting pupils with challenging behaviour                                                                                                                                                                                                                                                                                                                                                                                          | <br><br>E<br><br>D<br>D<br><br>D                                                |                                                                            |
| <b>Knowledge/skills/abilities</b><br><br>Ability to operate at a level of understanding and competence equivalent to NVQ Level 2 standard<br>Ability to relate well to children<br>Ability to work as part of a team<br>Good communication skills<br>Ability to supervise and assist pupils<br>Time management skills<br>Organisational skills<br>Knowledge of classroom roles and responsibilities<br>Knowledge of the concept of confidentiality<br>First Aid Certificate<br>Administrative skills<br>Knowledge of Early Years Foundation Stage<br>Good numeracy and literacy skills<br>Ability to make effective use of ICT<br>Flexible attitude to work | <br><br>E<br>E<br>E<br>E<br>E<br>D<br>D<br>D<br>E<br>D<br>D<br>D<br>E<br>D<br>E |                                                                            |
| <b>Other</b><br><br>Commitment to undertake in –service development<br>Commitment to safeguarding and protecting the welfare of children and young people                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <br><br>E<br>E                                                                  |                                                                            |
| <b>Special Requirements </b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                 |                                                                            |



Please visit our website for more information

We look forward to your application.

“Learning together, Achieving together”.