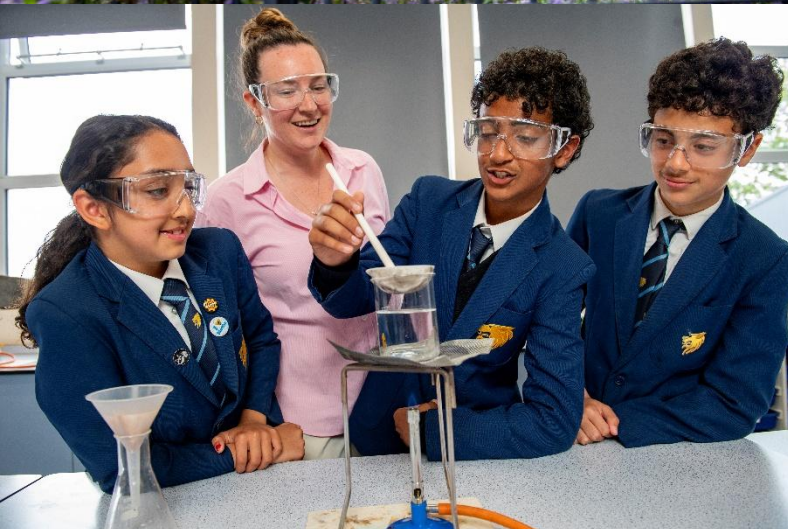




William Hulme's Grammar School

The best in everyone™

Part of United Learning



Candidate Pack

Learning Support Assistant (Secondary Phase)

Full Time, fixed-term contract, to cover a maternity leave commencing as soon as possible

Closing Date:

Sunday 13 September 2026

Interviews:

w/c 14 September 2026

Start Date:

As soon as possible



United Learning
The best in everyone™



Overview of the Role

Thank you for your interest in applying to be a Learning Support Assistant in the Secondary Phase at William Hulme's Grammar School (WHGS).

The LSA role is vital in supporting teaching staff in the delivery of lessons by supporting students with learning difficulties and/or disabilities in mainstream classes. We are looking for an individual with experience of working with SEND children and particularly children with an EHCP, on the autism spectrum.

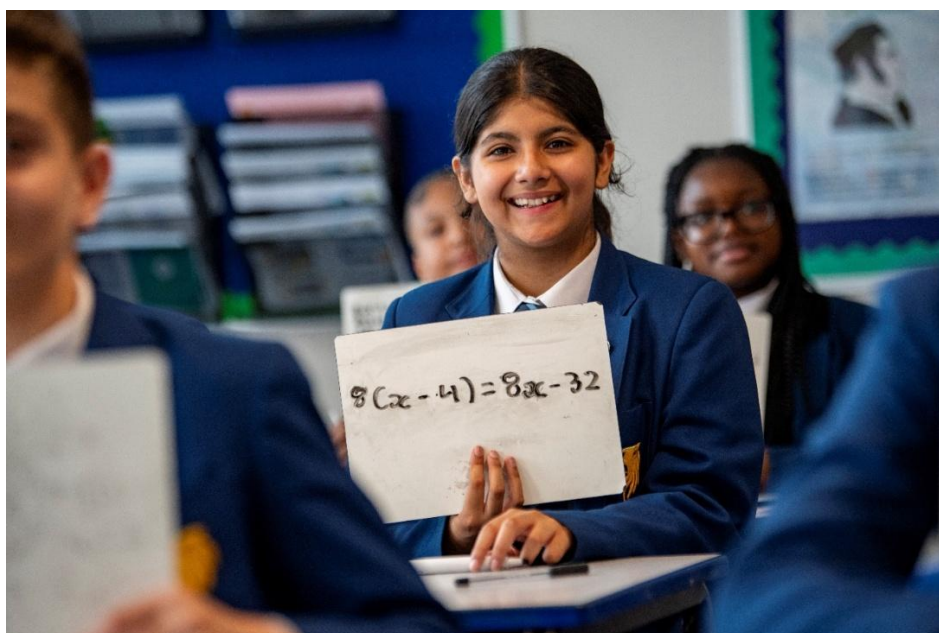
The successful candidate must be patient, caring, supportive and willing to work with a committed staff team. The ability to work and communicate well with parents and with natural authority is essential for this post. The ideal candidate will have a relevant Level 3 Qualification or be willing to enrol on the United Learning Level 3 Teaching Assistant Apprenticeship programme. Good numeracy and literacy are required as well as sound ICT skills.

This is an exciting time to join William Hulme's Grammar School as the planned expansion of the Resourced Provision will move the facility into a purpose-built 30 place all-through centre. As such, this is a rewarding role for a SEND LSA who enjoys working with some of our most vulnerable students yet sets themselves the highest of standards and expectations.

Essential qualifications: Minimum grade A-C or 9-4 in GCSE English Language and Mathematics (or equivalent), TA3/Level 3 qualification.

This role would suit someone who enjoys working with young people, has strong interpersonal skills, and can adapt quickly to different subjects, classes and situations. Previous experience of working with secondary-aged students or within a school setting would be an advantage, as would an interest in education and supporting student achievement.

The role will be offered on a fixed term contract to cover a maternity leave, commencing in September 2026.





Why work for us?

William Hulme's Grammar School is the most over-subscribed school in Manchester and one of the most successful comprehensive schools in the country. WHGS is an all-through (3-18) Academy of over 1600 pupils with a wide range of abilities, ethnicities and backgrounds.

WHGS is part of United Learning, a large, and growing, group of schools aiming to offer a life changing education to children and young people across England. Our subject specialists, our Group-wide intranet, our own curriculum and our online learning portal all help us share knowledge and resources, helping to simplify work processes and manage workloads for an improved work-life balance.

As a part of United Learning, our academy benefits from shared resources, experiences, working practices and CPD opportunities that are second to none. This affords further opportunities for staff to provide a vital contribution in our pursuit to deliver the highest standards of educational excellence.

More pay:

- Cash towards medical treatment.
- Generous staff discount scheme.

More time:

- Three extra INSET days for planning.
- At least one paid personal day off a year.

More support:

- High quality training for your career.
- Exceptional curriculum resources.
- Expert subject advice.
- Support for your wellbeing.



“Teachers have strong subject expertise. They know the key knowledge that pupils need to learn... The school has effective processes in place to identify and meet the needs of pupils. Pupils with special educational needs and/or disabilities (SEND) are well supported.” Ofsted, 2025





Our Framework for Excellence

United Learning Schools prioritise 5 key principles which represent our approach to education which lead to excellence when exemplified in the right way.



The Best from Everyone

Our aim is to bring out the best in everyone. So, we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child's potential? So, we expect unreasonably – we constantly challenge children to do what they think they can't, to persist, to work hard and to be at their best.

From every adult we expect the same: that they are at their best, expect unreasonably of themselves, are determined and resilient and pass those expectations on to the children in all they do. We act with the utmost love, care and good faith – the highest standards come with the greatest attention to the wellbeing of all.

Our most important purpose is to teach young people things they would not learn outside school, which free them to think and act more powerfully in their lives. Words and numbers are our most powerful ways of representing the world. Mastery of language and fluent mathematical skills are therefore our top priority. We aim to prepare young people to make a success of their lives: a core entitlement to subject-based learning; the development of talents; an understanding of work and society.

Worthwhile learning is often hard. Inspiring teaching is what gives access to difficult concepts and the thrill of intellectual discovery. Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge the status quo, think and learn.

Powerful Knowledge

Education with Character

Academic success is very important. Exam passes are an important aspect of that. But there is more to a good education. Our schools also aim to develop character, compassion and service. Young people are expected to contribute to their school and to society; to try things which they think they cannot do; to persist in the face of difficulty; to become resilient in overcoming obstacles; to manage themselves; to work independently on things which challenge them; to work with others and in teams; to be courageous and caring; to lead.

We want young people to look back on a joyful schooling which has inspired and challenged them, given them wide opportunity and prepared them for the ups and downs of life.

Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others. Every adult in the school is a leader. In every word, tone and gesture, they set direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children.

All those in formal leadership positions create the climate in which others work. They demand the highest standards, build a performance culture, develop their teams and create the space for others to lead. All leaders listen, grow relationships, act with integrity and care and expect the best from themselves and others in building a happy, confident school.

Leadership in Every Role

Continuous Improvement

However good we are, we can be better. We constantly look for improvements and implement them with pace. We look for ideas for improvement inside the organisation and out; we observe one another; we steal good ideas with pride and look to make them better; we work together to improve.

We always look at the evidence and are rigorous in evaluating impact. We stop or change things which aren't working; we improve things which are. We aim for high leverage: high impact for low effort and low cost. We constantly look to have more impact for less cost and effort and to spend every pound wisely.



Our Mission

Our mission is to establish William Hulme's Grammar School as the most popular and successful state school in the country, preparing our community for the future. We are working closely with parents and the wider community in our bid to achieve this ambitious aim of WHGS being:

- A great place to learn.
- A great place to work.
- A great place to grow and flourish.
- A great place to contribute to the wider community.

Our Values

Ambition Charter

I will:

1. Show **pride** in everything I do.
2. Be **enthusiastic** and say 'yes' to opportunities that come my way.
3. Show **resilience** by adapting to overcome obstacles.
4. Show **determination**, embracing failure and learning from my mistakes.
5. **Challenge** myself and step out of my comfort zone.

Compassion Charter

I will:

1. Be **kind** to everyone, including myself.
2. Be **inclusive**, understand, celebrate and embrace diversity.
3. Show **empathy**, by being open to others' point of view.
4. **Challenge** behaviour that I feel is unkind or morally wrong.
5. Be **generous** and help others within the school and local community.

Respect Charter

I will:

1. **Speak** with respect.
2. Respect the **school environment**.
3. **Behave** with respect.
4. Respect **other students' learning**.
5. Respect **my own learning**.



"The school has the highest expectations of pupils' behaviour. In classrooms, learning takes place undisrupted. Pupils are engaged in their learning . . . Pupils benefit from highly personalised pastoral care which helps add to their sense of belonging." Ofsted, 2025



JOB DESCRIPTION

Learning Support Assistant (Secondary Phase)

Department (Faculty):	Special Educational Needs / SEND
Directly Reporting to:	Assistant Principal (Inclusion)/Secondary Phase SENDCO
Context / Scope of Role:	Term Time Only (39 weeks, including all Inset and Planning Days)
Purpose of Job/Role:	To support subject teachers and the classroom environment when teaching students with learning difficulties/disabilities in mainstream classes and in the Resourced Provision.
Line Management Responsibilities:	None
Contacts & Working Relationships:	Learning Support Team, Teaching Staff, Parents and Pupils
Job Family:	Teaching and Learning
Band:	Vocational (V), 2
Salary Range:	From £25,918.00 per annum (FTE) From £22,364.24 per annum (Actual for Term Time Only)

Roles and Responsibilities – Teaching and Learning / Individual Groups of Students

1. To work as part of the Learning Support Team in supporting and including students with learning difficulties/disabilities in mainstream classes.
2. To develop an understanding of the special educational needs of the student/s concerned.
3. To take into account the student/s' special needs and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials.
4. To build and maintain successful relationships with students, treat them consistently, with respect and consideration.
5. To help promote the importance of independent learning.
6. To help reinforce learning.
7. To assist students with sensory and or physical needs.
8. To help students record work in an appropriate way.
9. To develop study and organisational skills as well as increasing independent life skills.
10. To help keep the students on task and to build motivation.
11. To model good practice.
12. To help build the student/s' confidence and enhance self-esteem.
13. Liaise regularly with the parents of the supported students, as well as at Parents' Evenings or SEND/Annual Review Meetings.

Roles and Responsibilities – Class Teachers / Administration

1. To have formal and informal meetings with teachers to contribute to planning lessons / activities.



2. To prepare materials and resources.
3. To prepare students beforehand for a task.
4. To work on adapted activities with identified groups.
5. To support the teacher in implementing specific teaching programmes.
6. To supervise practical tasks.
7. To carry out structured classroom assessment / observation and feedback outcomes.
8. To be involved in keeping records and evaluating identified students' progress.
9. Assist in the development and implementation of Individual Pen Profiles for pupils and aid information sharing with the wider staff team.

Other Duties

1. Support the aims and ethos of the school.
2. Support the implementation of school policies and procedures.
3. Be proactive in matters relating to health and safety and child protection and safeguarding including the completion of EduCare courses as required.
4. Set a good example in terms of dress, punctuality and attendance.
5. To work as part of the team, liaising, advising and consulting where appropriate.
6. Attend relevant Team/Departmental, Staff Meetings and Inset as required.
7. To participate in the school's PDR process.
8. To identify personal training needs and to attend appropriate internal and external in-service training.
9. To carry out Duties as part of the Duty Rota.
10. To assist at school functions and with extra-curricular activities.
11. To perform such other duties as may be required by the Principal or Senior Leadership Team.
12. To carry out all other reasonable duties in line with this position as requested by the Principal.

Job Description Review

This job description will be reviewed as and when necessary, in accordance with the needs of the academy.

Date of Last Review: January 2026

Reviewed by: Director of Pastoral Care (Inclusion) and HR Team



PERSON SPECIFICATION

Learning Support Assistant (Secondary Phase)

Requirement	Essential/ Desirable	Method of Assessment
Qualifications		
Minimum of A-C (9-4) GCSE Maths and English – high grades preferred	E	Application Form Certificate Check
TA3/Level 3 Qualification (or above A-Levels / Degree)	E	
Training and qualifications relating to SEND and any specialism	D	
Experience		
Have already worked in a Primary or Secondary or setting supporting SEND pupils (2 years minimum) or desire to do so	E	Application Form Interview Process References
Experience of working or a desire to work with families/care, knowledge of child development and issues relating to social exclusion	E	
Good understanding of key SEND issues, eg. Code of Practice, disability rights	D	
Experience working with pupils with ASC and associated difficulties.	D	
Experience planning and delivering a range of interventions to small groups.	D	
Experience in any areas of SEND Specialism	D	
Knowledge and Skills		
ICT literate	E	Application Form Interview Process Reference Tests
Excellent interpersonal and communication skills (verbal and written)	E	
Sound administrative ability with attention to detail	E	
Ability to prioritise work under pressure and meet tight deadlines, but always with a concern for quality	E	
Training in areas relating to cognition and learning, Communication and interaction, Social Emotional and Mental Health and sensory or physical needs.	E	
Training relating to SEND, safeguarding	D	
Training in any areas of SEND Specialism	D	
Previous use of Arbor/SIMS or other Management Information System	D	
Personal Competencies and Qualities		
Confidence to review own performance	E	Interview Process References
Be pro-active in offering ideas	E	
Patient but firm	E	
Contribute to whole school development	E	



Requirement	Essential/ Desirable	Method of Assessment
Sensitivity to appreciate when confidentiality and discretion are required	E	Interview Process References
Flexible, adaptable and willing to learn new skills	E	
Leadership skills and experiences	D	
Teamwork		
Ability to work well within a supportive teamwork structure	E	Interview Process References
Be able to take direction but be prepared to take initiative when required	E	
Proven experience in a multi-disciplinary setting	D	
Motivation and Expectations		
Be committed to own professional development	D	Interview Process
Eagerness to participate in extra-curricular activities.	D	



TERMS AND CONDITIONS

Learning Support Assistant

The Learning Support Assistant (Secondary Phase) will work under the direction of the Assistant Principal (Inclusion)/Secondary Phase SENDCO at the school's premises on Spring Bridge Road.

Hours of Work

This is a fixed term contract and is full time, (37.5 hours per week, excluding lunches), term-time only (currently 39 weeks per annum). The basic hours are 8.00 am to 4.00 pm Mondays, Tuesdays and Thursdays, 8.00 am to 4.30 pm on Wednesdays and 8.00 am to 3.30 pm on Fridays (with 30 minutes for lunch). It is not expected that overtime will be required; however, the post holder will be expected to attend all Staff Inset/Training and Planning days, unless agreed in advance with the Principal.

Job Family, Pay Band and Salary

The role is part of the Teaching and Learning Job Family and is placed in Pay Band 2 (Vocational) and has a minimum starting salary of **£25,918.00** per annum (Full Time Equivalent), **£22,364.00 (Actual)**. The salary is pro-rata'd for Term Time Only and paid evenly over 12 calendar months, irrespective of when school holidays fall.

Holidays / Annual Leave

Twenty-six days leave plus the statutory English public holidays per annum pro rata. Holidays must be taken in school holidays. Both annual and statutory holidays have been taken into account in the calculation of the actual annual salary.

Pension

The Learning Support Assistant (Secondary Phase) will be enrolled automatically into the Local Government Pension Scheme (LGPS) run by Greater Manchester Pension Fund (GMPF). The employee contribution is between 5 and 6% of annual salary **and the employer contribution is 19%**. You do have the option to opt out of this scheme after enrolment if you wish. For further details you can access the GMPF website (www.gmpf.org.uk).

Rewards and Benefits

- We offer a variety of staff benefits including gym, cycle and car lease schemes. You will also have access to an Employee Assistance Programme which provides independent, confidential advice 24 hours a day. Details of the full suite of benefits can be found on the Rewards and Benefits section on the United Hub.
- Following completion of six months' service with United Learning, you will be enrolled into the Westfield Health Cash Plan which enables you to claim money back towards the cost of essential healthcare, such as trips to the optician, dentist or physiotherapist, and access to an online GP. The Westfield platform also offers a range of discounts including, retail and entertainment discounts – see next page.

Preconditions including Disclosure of Criminal Background

Any offer of employment will be subject to satisfactory outcomes of:

- Confirmation of suitability to work with children (Enhanced DBS check)
- Two professional references
- Proof of identity and eligibility to work in the UK
- An overseas check, if applicable
- Confirmation of your qualifications
- Prohibition Order Check (if applicable)
- Completion of a Disqualification declaration
- Pre-employment Medical Check



Key Benefits Summary

An overview of the benefits available to colleagues in Academy schools on **United Learning contracts**:



Westfield Health, Health Cash Plan

Available after 6 months' service. Money back on essential health care, inc. opticians, dentists, flu vaccinations, physiotherapists. Annual limits apply, also available for dependent children up to the age of 22. Staff can upgrade to increase cover or add additional adults once per year.



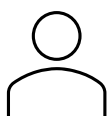
Doctor Line

Available after 6 months' service. Round the clock advice from a GP from any location in the world via phone and video appointments.



Westfield Rewards

Available and free for all staff. Get discounts and rewards from hundreds of leading retailers, restaurants and destinations. Choose from one-off vouchers, reloadable discount cards or receive cashback.



Employee Assistance Programme

Available and free for all staff. Confidential and independent helpline for up to 6 structured sessions, available 24/7/365. Covers stress, depression, medical advice, legal advice, financial worries, bereavement, family difficulties and many more.



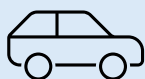
Flu Vaccines

Available to all staff. If you are a member of the Health Cash Plan the cost of the vaccine can be claimed via the system. If you are not a part of this scheme please check with your HR lead.



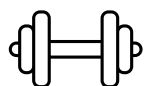
Cyclescheme Salary Sacrifice

Available to all staff, as long as they have at least a 12-month employment contract. Deductions taken from monthly salary so would be subject to National Minimum Wage checks



Car Lease Salary Sacrifice

Available to all staff, as long as they have at least a 12-month employment contract. Deductions taken from monthly salary so would be subject to National Minimum Wage checks



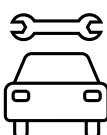
Gym Membership (Gymflex)

Available to all staff. Allows you to spread the cost of an annual gym membership over a year through payroll deductions



Will Writing

All staff are offered a completely free basic will through The Life Cover People.



RAC Discount

Available to all staff. United Learning have partnered with RAC Vehicle Benefits to provide a substantially discounted offer for vehicle Breakdown Cover. Cover can be purchased directly from Vehicle Benefits for up to four vehicles.

You will be provided with more information on all of these benefits during your induction to United Learning. For any specific information please liaise with your HR contact.



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How to Apply

Please apply through the William Hulme's Grammar School website:

<https://www.whgs-academy.org/work-for-us/vacancies>

United Learning is an equal opportunities employer. We are working hard to become a more diverse organisation – which is key to our commitment to bringing out the best in everyone. We welcome applications from everyone committed to this ethos and would particularly welcome applications from black and minority ethnic candidates, who are currently under-represented in the Group as a whole.

We always appoint on merit. We are open to discussing flexible working options.

The school is fully committed to the safeguarding of children and all staff will be subject to an enhanced DBS disclosure and full child protection/safeguarding training. The school's Safeguarding Policy can be found here:

[Safeguarding Children and Child Protection Policy](#)



“Pupils thrive in this diverse and welcoming school. Pupils feel a true sense of belonging to this special community. Individuals are valued and nurtured. Differences are celebrated.”
Ofsted, 2025

