



# Clitheroe Royal Grammar School

Founded in 1554

## **Temporary Visual Impairment Teaching Assistant (Level 3)**

**31.25 hours per week Monday to Friday- Term Time only**  
**Salary: Grade 5 Point 6 (£25,183) to Point 11 (£27,269) p.a. pro rata**  
**Actual Salary £18,184 to £19,916 p.a. (pay award pending)**  
**Temporary from 1<sup>st</sup> September 2025 to 31<sup>st</sup> August 2026**

An excellent opportunity has arisen for an experienced Visual Impairment Teaching Assistant to join our student support team from 1<sup>st</sup> September 2025. The role is focused on supporting students with a visual impairment to access their learning. This may include helping them to develop new skills (e.g. tactile, communication, specialist technology) to promote self-advocacy and strive towards independence.

Being a Visual Impairment Teaching Assistant is fast-paced, variable and involves working in a range of settings within the school. You will need to be experienced, flexible, proactive and have a positive attitude with excellent communication skills. You will need an awareness of visual impairment, along with relevant qualifications (e.g. NVQ Level 3 or above qualification) are desirable.

Clitheroe Royal Grammar School is a mixed selective 11-18 Single Academy Trust. The school is not only a historic school but also one which is forward-thinking, welcoming and responsive. We have two sites in Clitheroe, half a mile apart. Our York Street site is home to the thriving and vibrant Sixth Form with over 667 students on roll. Our Chatburn Road site is where our heavily over-subscribed Main School is located; we currently have 808 Main School students on roll, set to increase to 900 by September 2027 taking capacity to 1,613 students.

The school is a centre of excellence and one of the highest achieving schools in the country, we were judged 'Outstanding' by Ofsted in November 2022. Our school is renowned for high quality teaching and learning, outstanding pastoral care and extensive extra-curricular provision.

Application packs can be downloaded from our website: <http://www.crgs.org.uk/about-us/vacancies/> with completed application forms should be returned by email to: [bursar@crgs.org.uk](mailto:bursar@crgs.org.uk)

**The closing date for applications is 12 noon on Friday 13<sup>th</sup> June 2025, interviews will take place on Thursday 19<sup>th</sup> June 2025.**

We are committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be required to undergo an enhanced DBS check. Please note that, in line with Keeping Children Safe in Education 2024, an online search will be carried out as part of our due diligence on shortlisted candidates.



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May 2025

Dear Applicant

We are really pleased to know you are interested in learning more about working in our school. Clitheroe Royal Grammar School is a historic school but also one which is forward-thinking, welcoming and responsive. Our school has not only grown over time but has also adapted to the challenges of preparing young people for life as a global citizen, requiring a contemporary curriculum and a holistic and supportive education. We are privileged to work with wonderful young people who are keen to learn and eager to achieve.

As part of our steadfast commitment to educating the whole young person we place great emphasis on pastoral care and guidance. Our student support provision has evolved greatly in recent years and we are now pleased to be building an even stronger team to support our students. The successful candidate will primarily provide support in the care, wellbeing and development of a visually impaired student at our Main School site. You will join our existing student support team and work closely with pastoral staff to support students.

The student support team comprises of senior pastoral staff, Heads of Year, SENDCO, an HLTA, Students Support Managers at Main School and Sixth Form, with Teaching Assistants at level 2 and 3, working across both sites. The team is committed, enthusiastic and caring and we very much look forward to welcoming you in joining our team to support, develop and enhance our current provision for young people. You will require excellent communication skills, resilience, enthusiasm and an ability to act on your own initiative to develop positive relationships with students.

As a school we are committed to continuous staff development and relevant training will be made available, where required to the successful candidate. This is a temporary position for 12 months from 1st September 2025 to 31<sup>st</sup> August 2026. The hours of work will be for the benefit of the school and are expected to be 31.25 hours per week, term time only: 9:00am to 3.45pm Monday to Friday with a 30-minute break for lunch.

If, after reading the accompanying background information, you feel that this is the post for you (and we hope that you will) then we would ask you to submit your completed application accessed via our website at [www.crgs.org.uk/about-us/vacancies/](http://www.crgs.org.uk/about-us/vacancies/) accompanied by a supporting letter of no more than 2 sides of A4.

In the letter you should indicate the reasons for your interest in the post, together with a brief outline of how your previous training and/or experience has prepared you for this position. Please note that whilst CVs can be submitted as additional information, they will not be accepted as an application on their own.

Applications should be marked for the attention of the Bursar and returned by post or email to [bursar@crgs.org.uk](mailto:bursar@crgs.org.uk) no later than **12 noon on Friday 13<sup>th</sup> June 2025**. Interviews will take place on **Thursday 19<sup>th</sup> June 2025**.

If you have any queries or would like an informal discussion please do not hesitate to contact me. If you apply and have not heard from us within 4 weeks, please assume that your application has been unsuccessful on this occasion. If this is the case, I would like to thank you for your interest and application. We look forward to hearing from you.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Lynne Higginbottom', with a stylized, cursive script.

Lynne Higginbottom  
**Bursar**



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## Job Description – Visual Impairment Teaching Assistant (Level 3)

<b>Salary</b>	Grade 5 Point 6 (£25,183) to Point 11 (£27,269) p.a. pro rata, depending on experience (pay award pending) Actual Salary £18,184 to £19,916p.a.
<b>Responsible to</b>	SENDSCO, HLTA & Bursar
<b>Location</b>	Main School / Sixth Form
<b>Hours of work</b>	31.25 hours per week - Term Time Only Temporary 12 month Contract

### Core Purpose of the role:

- To provide one-on-one support to a student with visual impairment in classroom settings
- To assist in the general welfare, personal, social and classroom care of a student with visual impairment
- Under the guidance of the classroom teacher, to support the education, personal and social development of the student in class.
- To establish positive relationships with students and assist them to complete structured learning activities in class and outside the classroom, ensuring they remain on task.

### Role and Responsibility

#### Support for Students

- To provide one-on-one support to a student with visual impairment in classroom settings.
- To support the student during lessons, encouraging participation and engagement.
- To facilitate safe mobility within the school environment.
- To provide direct support to students on an individual basis
- To ensure student safety when undertaking physical activities, practical subjects and movement around the school campus.
- To promote and support the use of assistive technology to students.
- To support students on educational visits
- To work with students with CVI on specific visual stimulation outcomes
- To foster positive relationships with the student, promoting their confidence and independence.
- To develop positive relationships with students to assist student progress and attainment.
- To assist in the development of independent social skills.
- To contribute to multi-disciplinary discussions of student's need/progress.
- To assist in the development of personal organisation skills that support students' learning
- To assist in the specific medical/care needs of students when specific training has been undertaken.
- To assist with the supervision of students out of lesson times.

#### Support for the Teacher

- To assist in the preparation and adaptation of learning materials to accommodate individual student needs

- To support the student during lessons, encouraging participation and engagement. Collaborate with teachers with regard to the Education Health Care Plan (EHCP) of the student
- To monitor and record student progress, providing feedback to educators and parents
- To offer verbal description to supplement visual information
- To modify tasks set by class teachers
- To produce large print and tactile work, reformatting textbooks and worksheets in line with the reformatting policy and seeking clarification from resource technicians as required
- To support the Visual Impairment team and school in developing a partnership with parents
- To provide information to the teacher to assist in the planning of work programmes
- To assist in the monitoring and recording of student progress.
- To report students' difficulties/achievements to the teacher as necessary.
- To report information from parents/carers as directed.
- Any other reasonable duties as defined by the Deputy Headteacher/SENDCO/HLTA.

#### **Other Duties**

- To attend staff meetings where appropriate.
- Provide support to the SENDCO and HLTA.
- To complete a First Aid in Schools training course and maintain the certificate whilst an employee of CRGS.

#### **Contribution to Whole School**

- To work within and promote all school policies and procedures.
- To be aware of the responsibilities relating to the safeguarding and promoting of the welfare of children and young people.
- To contribute to the provision of an effective environment for learning.
- To support the promotion of positive relationships with parents and outside agencies.
- To attend skill training and participate in personal/performance development as required
- To take care for their own and other people's health and safety.
- To work positively and inclusively so that the school provides a workplace and delivers a service that does not discriminate against people on the ground of their age, sexuality, religion or belief, race, gender or disabilities.
- To uphold and promote the values and ethos of the school.
- To be aware of the confidential nature of issues arising within a school and maintain strict confidentiality at all times.

#### **Conditions of Service**

- Conditions of service are in accordance with the National Joint Council conditions of service relating to Local Government staff.
- This post is a temporary 12 months contract from 1<sup>st</sup> September 2025 to 31<sup>st</sup> August 2026.
- The working hours for the post will be for the benefit of the school and are expected to be 31.25 hours per week, Monday to Friday 9:00am to 3.45pm with a 30-minute break for lunch.
- The post holder is an employee of Clitheroe Royal Grammar School and will be expected to work at either site.
- Hours for the post will be for the benefit of the school, and therefore flexibility is essential.

**Agreed by: Lynne Higginbottom**

**May 2025**

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will be subject to Disclosure and Barring Service checks. In line with Keeping Children Safe in Education 2024, an online search will be carried out as part of our due diligence on shortlisted candidates.

We welcome applications regardless of age, gender, ethnicity or religion.

The above form sets out the area of work in which duties will generally be focused, and gives an example of the type of duties that the postholder could be asked to carry out. Please note that this is

for guidance only and is not intended to be prescriptive. Postholders are expected to be flexible and to operate in different areas of work/carry out different duties as required.

### **Equal Opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

### **Health and Safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must co-operate with us to apply our general statement of health and safety policy.



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## Person Specification – Visual Impairment Teaching Assistant (Level 3)

	Essential	Desirable	Method of Measuring
<b>Qualifications</b>			
Excellent numeracy and literacy skills	X		A
GCSE level 5-9 or equivalent to include Maths and English	X		A, C
NVQ Level 2 qualification	X		A,C
NVQ Level 3 or above qualification – appropriate to the post		X	A, C
<b>Experience</b>			
Experience working with children with visual impairments or additional needs (ideally in a school setting)	X		A, I
Understanding of visual impairment strategies and assistive technologies	X		A, I
Experience of working with or caring for children of relevant age	X		A, I
Experience of working in a relevant classroom / service environment	X		A, I
Experience of supporting students within a classroom situation	X		A, I
Experience of administrative work	X		A, I
<b>Knowledge/skills/abilities</b>			
Awareness of visual impairment	X		A,I
Ability to perform tasks efficiently and accurately using own initiative when appropriate	X		I, R
Ability to work calmly under pressure prioritising competing demands effectively and to meet deadlines through excellent organisational skills	X		A, I
Effective written and verbal communication skills appropriate to a range of different situations	X		A, I
Demonstrate a patient empathetic approach with a genuine passion for supporting pupils	X		A, I
To work flexibly as the workload demands and to accommodate the changing needs of the school	X		I
Knowledge of and commitment to comply with policies and legislation relating to child protection, health and safety, confidentiality and data protection	X		A, I
Ability to build and maintain effective working relationships	X		A, I, R
Ability to maintain strict confidentiality of information received and processed with discretion	X		A, I
Ability to relate well to children	X		A, I

Ability to work as part of a team	X		A, I
Ability to organise classroom resources	X		A, I
Ability to supervise and assist students	X		A, I
Excellent time management skills	X		A, I
Excellent organisational skills	X		A, I
Knowledge of classroom roles and responsibilities	X		A, I
Ability to make effective use of ICT		X	A, I
Ability to undertake routine administrative duties		X	A, I
<b>Other</b>			
A commitment to sustain regular attendance at work with a flexible approach to working hours	X		I, R
A commitment to continuing professional development	X		A, I
Willing to undergo first aid training and fulfil first aid duties	X		A, I
Full driving licence		X	A, I

#### Note to Applicants:

The Essential Criteria are the qualifications, experience, skills or knowledge you must show you have to be considered for the job. The Desirable Criteria are used to help decide between candidates who meet ALL the Essential Criteria.

The Evidence column shows how the School will obtain the necessary information about you. The evidence will be the Application form (A), Certificate (C), Interview and selection processes (I) and references (R). The essential criteria will be used for short listing and if all candidates meet the essential criteria then the desirable criteria will be used.