



**Teaching Assistant (2A, with a focus on SEMH -
Social, Emotional and Mental Health)
Application Pack
Start Date: September 2026**

Millfield's Awards



Welcome from the Headteacher

Thank you for your interest in the position of Teaching Assistant (2A) at Team Millfield. This is an exciting opportunity to join a dynamic team of special education needs support staff who are focused on providing the best outcomes for our students. The Governors and I are looking for an enthusiastic Teaching Assistant who is driven, determined and passionate about improving students' lives through high-quality SEND support, as we take Millfield on the next step of our journey to being exceptional.



We are a small, family school with around 880 students on roll. Millfield is the school of choice for our area and we have been vastly oversubscribed for many years. 96% of our parents recommend us to other parents and 95% of our students would recommend us to a friend. We have a culture of high expectations, high ambition and behaviour is outstanding; there is a real belief in the Team Millfield ethos.

I have worked at Millfield since 2009 and am incredibly proud to have been appointed as Headteacher in September 2018. I am a firm believer in giving every student the opportunity to be the very best that they can be; background should not be a barrier to a child's success. As a team, we have fostered a culture of continuous reflection and improvement; embracing the ethos "If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve." Staff morale at Millfield is high and our team are proud to work at our school.

The school has been on a journey of transformational improvement: we introduced a new curriculum model and student-centred options process, and students' outcomes have been on a steady upward trajectory. We are quickly becoming a trail-blazing, beacon school and have been recognised with numerous awards: Careers; Attendance; Wellbeing; SEND; the first secondary school in Lancashire to achieve the Behaviour Gold Mark; STEM; CPLD and Equalities. We strive to 'Create Bright Futures' for all our students.

We have a fantastic team ethos; through an embedded coaching model, staff collaborate to ensure that developing consistently high-quality teaching and learning is at the heart of everything we do.

We have a clear, shared vision:

*By providing a world-class education for all, through high expectations, ambition and consistent high-quality teaching, students will flourish and make exceptional progress (academically and personally), so they are equipped to reach their full potential. We aim for the school to **Be Exceptional** in everything we do: curriculum; teaching; learning; challenge; behaviour for learning; progress and attendance, to ensure our students leave our Millfield family as well-rounded individuals. We aim to **Create Bright Futures** for all students.*

We can offer you:

- All students arrive to school fully equipped for the day, with a KS3 morning line-up;
- An embedded, strict behaviour policy, with centralised detentions, in a school where behaviour is recognised as 'outstanding';
- Centralised detention system;
- A commitment to staff development in terms of high-quality, award-winning CPL;
- Four home-based INSET sessions, spread throughout the year (one always after open evening for wellbeing);
- An opportunity to complete our Millfield Leadership Pathway Qualification;
- Being part of an outward-facing school;
- Supportive line management and appraisal, with automatic pay progression;
- Local Government Pension Scheme;
- Free external wellbeing and health package (e.g. gives access to free physio, weight loss programmes, emergency Doctor's appointments and counselling);
- Free annual flu vaccinations and NHS check-ups in school;
- Cycle to work scheme;
- Free laptop;
- Recognition and retention of excellent staff through internal promotion;
- A supportive, highly-visible SLT committed to staff wellbeing and reducing workload, as well as being committed to the Millfield Wellbeing Charter;
- A friendly and dedicated team of experienced and supportive teachers, teaching assistants, support staff and pastoral staff;
- A team of staff who are committed to ensuring that children are both nurtured and educated;
- Enthusiastic students who have excellent attendance, enjoy coming to school, learning and being stretched and challenged;
- Engaged and supportive governors who want the best for our students;
- And the opportunity to be part of the successful , award-winning, Team Millfield.

If you have the skills, drive and enthusiasm to complement the Millfield vision and be part of our success, then I look forward to receiving your application.



Mrs Nicola Regan Headteacher

Welcome from the Governing Body

Dear applicant,

I would like to thank you on behalf of the Governing Body for the interest you have shown in our school and this position that you have applied for. This is an exciting opportunity, and the successful applicant will be joining a happy, successful and welcoming school.

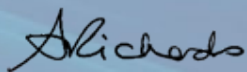
The Governing Body is seeking to appoint a Teaching Assistant (2A) who can build on current good practice and can also bring a fresh perspective to the SEND team.

The school has had fantastic success over the last few years, including being in the top 10% of schools nationally for attendance and in our last Ofsted

inspection in July 2022. The governors have a very simple wish for the school and that is to provide an environment that allows all students to flourish and become the very best that they can be. The Governors are committed in providing the advice and support to help the school in its strategic vision.

We wish you every success with your application, and we look forward to working with you over the coming years.

Yours faithfully,



Mrs Anna Richards Chair
of Governors



Welcome from the Students

Dear Applicant,

Welcome to Team Millfield! Our school is a place where students feel safe and welcome. Our students are respectful and polite, and we enjoy coming to school. When students come to Millfield every morning, they know how to behave and how to get the most out of their lessons. Millfield is a great environment where students transform from young children in Year 7 to young adults in Year 11, ready for the world.

During our time at Millfield, every one of us has had a chance to shine and experience things we may not have done without the school. From our breath-taking trips to New York, Italy and France, to our wonderful clubs, such as Minecraft, debating society, art and the many sports and extracurricular activities. Our school has so much to offer! The Year 11s who leave Millfield and go on to the next stage of their educational journey always miss these fantastic opportunities. Our teachers care about all students' life chances, and it is vital, from a teacher's perspective, for students to have the best five years possible. Leaving school with phenomenal grades is important but so are the experiences that will last a lifetime. Here at Millfield we get both!

We believe that Millfield is a journey that everyone's driving through together. We always admire a person with a personal drive for what they want to do. As students, we would want a member of support staff who is ambitious and hard-working. If you do come to work at Millfield, we would love you to also be a kind and warm person who students know they can smile at on the corridor. We hope that you will be joining us here at Millfield and become part of our exceptional team.

Yours faithfully,

The Senior Student Team



PRIORITISE MENTAL HEALTH

There is no stigma attached to mental health issues, and we promote an open and understanding culture. All staff have free access to SAS (School Advisory Service) for wellbeing; this is a wide-ranging health and wellbeing support service. Wellbeing is included on all staff appraisals.

DRIVE DOWN UNNECESSARY WORKLOAD

We aim to work by the phrase, "Anything that does not impact on student progress needs to be reassessed, as it is either a distraction or an indulgence." We will do this by streamlining documentation, assessing when tasks are calendared, and follow each department's feedback policy to avoid unnecessary marking workload.

CULTURE OF EXCELLENT BEHAVIOUR

As colleagues we will support each other by ensuring consistency with high expectations of behaviour. All staff lead by example and good behaviour of students will be rewarded.



WELLBEING

CHARTER

SUPPORTING EACH OTHER

As colleagues we will show empathy and look out for each other. Everyone should check the wellbeing of colleagues. Make a special effort to give praise and positive words of encouragement.

COMMUNICATION

All colleagues should think before sending an email and ask themselves, "Does this need sending?" We encourage everyone to speak face to face or pick up the phone. Briefing – every Monday, will be an opportunity to praise colleagues and communicate information that we may have previously emailed. Staff are not required to take notes; they will be sent out as a reminder.

DEVELOPMENT AND RECOGNITION

All colleagues should have regular conversations with their line managers. Recognition of hard work and praise should be given and constructive feedback should guide continuous development and progression. Career progression and CPD will be discussed through the appraisal process.

STAFF HAVE A VOICE

All colleagues should feel listened to. The workload and wellbeing working party will meet every half-term to consider concerns or suggestions. We will ensure that staff have an opportunity to share their views on wellbeing through an annual survey.

Teaching Assistant (2A - with a focus on SEMH)

Hours: 26.25 hours per week, term time only – 8.30am – 2.50pm including a 15-minute morning break and a 45-minute lunch break (unpaid).

Salary: Grade 4 - pts 4 – 6 £25,185 - £25, 989 fte. (Pay award pending).

Pro Rata actual £15,097 - £15,579).

Purpose of the Post:

Please note, this post will mainly focus on supporting students with SEMH difficulties (Social, Emotional, and Mental Health). Under the SENDCO's clear guidance, in respect of their work with individuals or small groups, to support the education, personal and social development of students in the class including those with special needs and to establish positive relationships with students and assist them to complete structured learning activities. The role would be to ensure students remain on task and to report progress to the SENDO and teacher as required.

The Department:

The Learning Support Department is a forward thinking, resourceful department and is committed to providing an enjoyable, successful experience of learning for all its students. We support students with a wide range of needs. We are committed to helping all our students flourish academically whilst at school but also to enjoy their learning experience.

Our department has a drive to improve our students' literacy and numeracy skills. Therefore, Teaching Assistants predominantly support and provide intervention in English, Mathematics and Science lessons.

At Millfield, we have a number of students who have an Education and Health Care Plan. For these students, we will support in other subject areas dependent on the students' individual needs.

The Governors and the Leadership Team at Millfield are seeking a new member to join the Learning Support Team who will provide high quality and impactful support for our students with barriers to their learning (Especially SEMH).

We look forward to hearing from you!

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder will be expected to comply with any reasonable request from their line manager to undertake work of a similar level that is not specified in this job description. Due to the unique nature of this post, this job description may be reviewed and amended at any time following discussion between the line manager and member of staff. The role will always be developed to have the best interests of our students and the culture of our school at its heart.



Role Profile

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

Support for Students

- Under the clear guidance of the class teacher to implement structured learning activities and to assist individual/group of students to complete tasks.
- To undertake activities to assist in monitoring the personal social and emotional needs of students.
- To develop positive relationships with students to assist student progress and attainment.
- To assist in the devising of student's individual targets and their monitoring and review.
- Support students as part of a planned inclusion programme.
- To assist in the development of varying skills that support students' learning.
- To assist in the specific medical/care needs of students when specific training has been undertaken.

Support for the Teacher

- To assist in the monitoring/recording of student progress and developmental needs.
- To assist in the production of learning resources.
- To undertake routine classroom administrative tasks including the maintenance of records.
- To assist in student supervision and assist in the management of student behaviour.
- To provide information to the class teacher to assist in the planning of work programmes.
- To liaise with the school's nominated person in respect of student absence.
- To assist with the arrangements for out of school learning activities including the administration of work experience.
- To provide clerical and administrative support including the collection and recording of money.
- Administer routine tests, assist in the invigilation of exams and undertake routine marking of students work.

Support for the School

- To assist in providing an atmosphere in which effective learning can take place.
- To support the promotion of positive relationships with parents, carers and outside agencies.
- To work within school policies and procedures.
- To attend staff training as appropriate.
- To take care for their own and other people's health and safety.
- To be aware of the confidential nature of issues related to home/student/teacher/school work.

Support for the Curriculum

- To assist the delivery of educational and developmental work programmes.
- To support the use of ICT in learning activities

The Role Profile 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. Postholders are expected to be flexible and to operate in different areas of work/carry out different duties as required.

Person Specification

Personal Attributes required (on the basis of the job description)	Essential (E) or Desirable (D)	To be identified by: (e.g. application form, interview, reference etc)
Qualifications		
NVQ level 2 or above qualification –appropriate to the post (or equivalent)	D	AF
English and Mathematics GCSE Grade C/4	E	AF
Experience		
Experience of working with or caring for children of relevant age	E	AF/I
Experience of working in a relevant classroom/service environment	D	AF/I
Experience of Administrative work	E	AF
Experience of supporting pupils with challenging behaviour	D	AF/I
Knowledge, skills and abilities		
Ability to operate at a level of understanding and competence equivalent to NVQ Level 2 standard	E	AF
Ability to relate well to children	E	AF/I
Ability to work as part of a team	E	AF/I
Good communication skills	E	AF/I
Ability to supervise and assist pupils	E	AF/I
Time management skills	E	AF
Organisational skills	E	AF
Knowledge of classroom roles and responsibilities	D	AF
Knowledge of the concept of confidentiality	E	AF
First Aid Certificate	D	AF
Administrative skills	E	AF/I
Knowledge of Early Years Foundation Stage	N/A	
Good numeracy and literacy skills	E	AF/I
Ability to make effective use of ICT	E	AF
Flexible attitude to work	E	AF
Other (including special requirements)		
Commitment to undertake in –service development	E	I
Commitment to safeguarding and protecting the welfare of children and young people.	E	I
Commitment to undertake in –service development	E	I
Note: We will always consider your references before confirming a job offer in writing.		

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. 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.

Safeguarding Commitment

We are committed to protecting and promoting the welfare of children, young people and vulnerable adults.

Customer Focus

We put our customers' needs and expectations at the heart of all that we do. We expect our employees to have a full understanding of those needs and expectations so that we can provide high quality, appropriate services at all times.

Skills Pledge

We are committed to developing the skills of our workforce. All employees will be supported to work towards a level 2 qualification in literacy and /or numeracy if they do not have one already.

Attendance

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. It is essential that applicants for positions in this school can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work

SEN Department Structure

Headteacher

**Assistant Headteacher:
Inclusion, Pastoral and
Behaviour**

SENDCO

Assistant SENDCO

Teaching Assistants

How to Apply

To find out more information about Millfield please look at our new school website where you will find our latest prospectus and examination results.

All job details and an application form are available to view and download from the school website under the vacancies section, LCC vacancies online, or an application pack can also be posted or emailed to you by contacting Mrs Hall, the Headteacher's PA, on 01253 865929 or admin@millfield.lancs.sch.uk.

The Lancashire Application Form must also be fully completed, ensuring there are no gaps in your career history. In the references section of the application form, please clearly give details of two referees. References from employers are preferred, one of which should be your current employer. Please also include an email address for each of your referees. An excellent attendance record is essential. We will contact your current employer for attendance information if we make you a conditional offer of employment. An offer of employment will also be conditional on satisfactory medical clearance. The successful candidate will be asked to complete a confidential online medical questionnaire for submission to Occupational Health.

Closing date for applications: Thursday 9th July 2026 at 9am

Interview: W/C Monday 13th July 2026

Please submit your completed application form as soon as possible, via email FAO Mrs D. Mountford, dmountford@millfield.lancs.sch.uk.

We reserve the right to close the advert early if we have enough applications.

Child Protection and Safeguarding

At Millfield, the welfare of the child is paramount. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff should understand their responsibility to safeguarding and promoting the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way. Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction. A full enhanced DBS with barred list check will be required for this post. We will arrange this check for you through an on-line process.

Please note that in line with Keeping Children Safe in Education 2022, an online search will be carried out as part of our due diligence on shortlisted candidates.

GDPR and Data Protection

The post holder is expected to comply with the provisions of the Data Protection Act (GDPR) 2018.

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 help us to apply our general statement of health and safety policy.



"Staff morale is high."

"Students are well prepared for the next stage of their education."

"Relationships between staff and students are positive."

"Teachers use questioning effectively to target students of different abilities and to probe and deepen students' understanding."

"You provide a strong vision and have developed a sense of teamwork among staff and students."

"My children are supported in their learning and are encouraged to reach their full potential."

"The curriculum is well-matched to the aspirations and interests of students, and they are increasingly successful as a result."

"Your ongoing focus on raising aspirations has ensured that students' outcomes have continued to improve."

"Students say that they feel safe and well looked after in school."

"Students are polite, courteous and welcoming."

"Students behave well in lessons, at breaktimes and around the school."

"Students enjoy coming to school."



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