



TRUE LEARNING  
PARTNERSHIP



# HLTA Vulnerable and SEMH Students

Closing date for applications: Friday 15<sup>th</sup> December

Interviews will take place during W/C 18<sup>th</sup> December



Dear Candidate

Thank you for your interest in joining Glossopdale School. Glossopdale school is an oversubscribed 11-18 comprehensive secondary school which serves the Glossop community. We are a warm and caring school that has the highest expectations of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

We exist to empower our students to find their purpose, develop high aspirations and thrive both academically and personally, to be the best that they can be. We provide a knowledge-rich curriculum which exposes students to powerful knowledge, places them on an ambitious pathway and develops the character traits needed to seize the opportunities that exist. Our core purpose is not merely finite 'success' for our students but for them to thrive - continually grow and flourish.

We are explicit about the culture we want to create and have clear ideas of the desired behaviours necessary for our students to succeed. At Glossopdale School, we maintain a relentless focus on the day-to-day actions, behaviours and routines within the school and adopt a disciplined approach to teaching students the right and successful ways to do things.

While with us, we encourage every member of staff to stretch themselves and we give everyone access to a wide range of learning and development opportunities. We are a research-based school with the aim to develop highly effective evidence-based practices including teaching, learning and assessment, where we collaborate as a whole staff to persistently improve our pedagogy and where we evaluate our practice habitually.

We have some of the best facilities in the area having fully rebuilt our school in 2018. This not only provides both staff and students with everything they can expect for modern teaching and learning, but also gives us exceptional environmental credentials.

I am extremely proud to be the Headteacher of Glossopdale School and consider it a privilege to be a part of such a vibrant and caring learning community. If you think this sounds like your sort of school, then we very much look forward to receiving your application to join us.

Debbie McGloin  
Headteacher

# Job Description & Person Specification

<b>POST TITLE:</b>	<b>HLTA for Vulnerable and SEMH Students</b>
<b>GRADE/SCALE:</b>	Grade 8
<b>RESPONSIBLE TO:</b>	Assistant Headteacher (Behaviour and Alternative Provision)
<b>LINE MANAGED BY:</b>	Inclusion Manager
<b>WEEKLY HOURS:</b>	22.5 (8.30am-4.30pm)
<b>WEEKS PER YEAR:</b>	39
<b>PURPOSE OF JOB:</b>	The purpose of the job is to support and work with vulnerable students to overcome barriers to achieving their potential. By working with teachers and small groups of students you will provide targeted intervention to key groups of students to help accelerate progress and ensure they achieve their potential.

## SPECIFIC RESPONSIBILITIES

- To work under the direction of the Inclusion manager and teaching staff to:
  - Deliver pre-planned lessons for core subjects and tailored intervention programmes for targeted groups of students in the THRIVE Centre
  - support students in the THRIVE Centre
  - keep students on task
  - assist students in the understanding of tasks and following instructions in the THRIVE and Hive environments
  - support groups of students extracted from the classroom in carrying out tasks set by a teacher or the Inclusion Manager
- To coach students one to one who experience difficulties in organising themselves or their learning
- To support students' learning confidently and effectively
- To attend various meetings including parents' evenings, Student Strategy Meetings, RAG meetings and Inclusion Meetings
- To organise food and drink for intervention groups (FSM)
- To plan work for students
- Liaise with subject teachers and leaders to ensure work is accessible for students, adapting the work where relevant
- To prepare students for internal and external exams
- To prepare resources for students
- Implement effective strategies for students identified as vulnerable
- Implement effective learning and support strategies for students with SEND, including SEMH needs.

- Provide clear and timely feedback to students, to enable them to make effective progress
- To use ICT to advance students' learning and use common ICT tools for personal and students' benefit
- To adopt and modify where necessary, a range of strategies in line with School policies and procedures, to establish a purposeful learning environment and to promote good behaviour
- To use clearly structured teaching and learning activities to interest and motivate students and advance their learning
- To work collaboratively with colleagues knowing when to seek help and advice
- To contribute effectively to the selection and preparation of teaching resources that meet the diversity of students' needs and interests
- To facilitate lessons using remote learning technology, for those who cannot access the school environment e.g. Out of School Tuition (OOST) / Tailor Made Programmes (TMP) students.
- To work with the Inclusion Manager to ensure that these students are able to access a broad and ambitious curriculum, in line with the whole-school intent, where possible.
- To liaise with parents/carers, celebrating successes and reporting on the next steps for progress
- To carry out student supervision duties, as directed by line or day-to-day management
- Regularly review their own practice, set personal targets and take responsibility for their own personal development

### **General**

- To attend School and relevant wider based training sessions as required or necessary
- To attend meetings and undertake duties as reasonably directed by the Headteacher
- To take an active part in quality assurance and staff development opportunities
- To actively contribute to Performance Management Review process
- Undertake any necessary training associated with the duties of the post
- Be aware of and comply with policies and procedures relating to Child Protection, security, confidentiality, equal opportunities and data protection, reporting all concerns to the appropriate person
- Comply with the Health and Safety Policy of the school with regard to the wellbeing of themselves and others
- Carry out other duties commensurate with the level and grade of the post as directed by line or day-to-day management

## **CORE RESPONSIBILITIES FOR ALL TRUST EMPLOYEES**

### **Health & Safety**

All staff within The TRUE Learning Partnership are required to remain vigilant, observe all relevant Health and Safety policies and procedures, take reasonable care of their own and others' Health and Safety, report all accidents and incidents, and raise concerns through their line manager, the Director of Business & Operations, the site management team or another member of SLT as appropriate.

### **Equality & Diversity**

Staff employed by The TRUE Learning Partnership are expected to promote equality of opportunity for all students and staff, both current and prospective, and to support an environment that values diversity and respect. The TRUE Learning Partnership believes that all individuals are of equal value and we are committed to equal opportunities for all.

### **Data Protection**

All staff within The TRUE Learning Partnership have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the organisation, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role in the Trust shall not be kept for longer than is necessary for that purpose or those purposes, in accordance with GDPR 2018.

## Role requirements

### Person Specification HLTA Vulnerable and SEMH Students

Selection Criteria	Essential/ Desirable	Assessment
<b>Experience</b>		
• Has experience of successfully mentoring at secondary school level	E	A/I/R
• Has at least 3 years of working in an educational/young person context	D	A/I/R
• Knows and understands what constitutes high quality student support	E	A/I/R
• Has demonstrated personal effectiveness in improving the quality of student well being	E	A/I/R
• Has experience of working with SEMH students	D	A/I/R
• Has experience of liaising with teachers about the wellbeing of students	E	A/I/R
• Has experience of mentoring students/small groups	E	A/I/R
• Has experience of supporting extra-curricular activities	D	A/I/R
• Has demonstrated positive strategies when dealing with parents	E	A/I/R
• Has a record of converting ideas into successes	E	A/I/R
• Has experience of liaising with external agencies and/or providers	E	A/I/R
• Has experience of cross-curricular working	D	A/I/R
<b>Qualifications/Training</b>		
• Is qualified to GCSE grade C/4 or above or Level 2 English and Mathematics	E	A/I/R
• Has successfully completed HLTA training, or willing to undertake	E	A/I/R
• Has expertise, training or a record of effectiveness in conflict resolution with young people	E	A/I/R
• Has experience of working in a Public Sector e.g. Education, Social Service or Police	D	A/I/R
• Has demonstrated further professional development through qualifications or training	E	A/I/R
<b>Knowledge/Skills</b>		
• Knows and understands how support learning can enrich a student's wellbeing	E	A/I/R
• Has good knowledge of what constitutes good support for Looked after Children and DisAd students	E	A/I/R
• Has excellent knowledge of how to celebrate good attendance and tackle poor attendance	D	A/I/R
• Has excellent knowledge of how to use the school IT management system to record and extract student information e.g. SIMS, Bromcom, Provision Map, SISRA	D	A/I/R
• Is able to plan, assess, review and evaluate effectively and efficiently	E	A/I/R
• Knows when to consult, make decisions and defer to others	E	A/I/R
• Is able to meet deadlines	E	A/I/R
• Communicates well with and between staff, students and parents	E	A/I/R
• Manages their own personal time effectively	E	A/I/R
• Is up to date with current research surrounding AP and attendance	D	A/I/R
<b>Behavioural Attributes</b>		
• Ability to form a close professional, but caring, relationship with students	E	A/I/R
• Sets and achieves challenging professional goals	E	A/I/R

• Takes responsibility for their own professional development	E	A/I/R
• Can build positive relationships with staff	E	A/I/R
• Enjoys seeing young people learn in a positive climate and is committed to ensuring all are supported in making progress	E	A/I/R
• Is committed to engaging learners and ensure that they are safe	E	A/I/R
• Is reliable and has an excellent record of attendance and punctuality	E	A/I/R
• Has a personal impact/presence underpinned by high expectations of achievement and behaviour	E	A/I/R
• Is committed, resilient, robust and resourceful and of a reflective focussed and determined disposition	E	A/I/R
<b>Other</b>		
• Holds a full driving licence	D	A/I/R
• Is willing to give freely of their time in support of young people	D	A/I/R
• Has experience of organising events and activities for young people	D	A/I/R
• Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people	E	A/I/R
• Operates corporately, putting their personal needs second to the wider and agreed needs of the school	E	A/I/R

**Assessed by:** A = Application form I = Interview R=Reference

## Safeguarding & Child Protection

The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and adhere to, and comply with, the Trust's Safeguarding and Child Protection policy and procedures at all times.

Notwithstanding the detail in this job description, in accordance with the Trust's Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher from time to time, up to or at a level consistent with the Main Responsibilities of the job.

*The TRUE Learning Partnership is an inclusive Equal Employment Opportunity employer that considers applicants without regard to gender, gender identity, sexual orientation, race, ethnicity, disabled or veteran status, or any other characteristic protected by law. We welcome applications from all individuals regardless of individual background or circumstance.*

*The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of all children and young people and preventing extremism; all staff must ensure that 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 Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance including an online check. Employment will also be conditional on the receipt of at least two acceptable references (one of which must be from the current/latest employer) and evidence of the formal qualifications required for the role.*

## Key information regarding the application process

### To apply

Applicants are requested to submit a completed support staff application form from our website

### Closing date

The closing date for applications is Friday 15<sup>th</sup> December

Interviews will take place during w/c Monday 18<sup>th</sup> December

## Our vision and values

Our vision for Glossopdale School is very simple - to aspire, endeavour and thrive together.

We aim to deliver this through an understanding of what is expected of each and every one of us - staff and students. We achieve this as a staff body through good communication, clear expectation and working together.

We inspire the students to understand and personally act on our vision by breaking this down into a clear message. We feel these values are encapsulated by the acronym THRIVE. Each of the letters stand for a character trait we want to see our students develop during their time at Glossopdale School.

<b>T</b>	<b>H</b>	<b>R</b>	<b>I</b>	<b>V</b>	<b>E</b>
<b>Tenacity</b>	<b>Hard Work</b>	<b>Responsibility</b>	<b>Independence</b>	<b>Visionary</b>	<b>Excellence</b>

We are able to use this in all our interactions with our students to help them build the skills and traits to enable them to aim high and achieve their potential. We firmly believe that strength of character is the fundamental cornerstone of academic success.

## Our students

As a new school where all age groups are together we expect everyone to make a contribution.

Students readily volunteer to represent our school in many ways: welcoming visitors; outreach work with local primary schools; work experience; voluntary and charitable work and much more. Everyone has something to offer and we celebrate our students' generosity, maturity and willingness to help.

Students are encouraged to aim high—in their work, conduct, attendance, punctuality and dress. We expect them to achieve their best and to take responsibility for their own learning, working independently and collaboratively. We aim to meet our learners' needs in a rich and varied way.

We listen to the student voice and we encourage them to become involved in the work of the school. The health and well-being of our students is important and we endeavour to support their emotional,



social and moral development to enable them to flourish. Working with a range of professionals, we listen to and guide young people throughout this time in their lives.

We are very proud of our school community and expect our students and their families to join with us in this pride and embrace our values and aspirations for all.

## **Our staff**

We are exceptionally proud of our staff and the dedication they display every day to support our students to reach their potential. Whether a member of our Leadership Team, Teaching Staff or Support Team – all have a vital role to play in providing an environment where all can achieve.

New Staff joining us will have a full induction and will be paired up with an existing member of staff to support them in their first few months of employment. The induction process is for all staff and is tailored to the needs of each individual. New teachers at the start of their teaching career are well supported through the ECT and RQT process and we are pleased that many staff have stayed with us throughout their teaching careers, enhancing their skills and developing their pedagogy through our ongoing training offer.

Staff Wellbeing is a priority for us as we aim to support all of our staff to enable them to support all of our students. The headteacher takes the lead for this area and the need to manage workload and work smarter is a key focus. Student and Staff Committees focus on welfare and wellbeing for all, with further external specialist guidance and support provided by The TRUE Learning Partnership

## **Our curriculum**

The quality of teaching and learning is our priority. We want our students to gain satisfaction through hard work and engagement with their studies. We know that a determined focus on excellent progress and grades will take them to Post-16, University and beyond.

We have a flexible personalised curriculum which provides for the needs of all our students. Traditional GCSE subjects in English, Maths, Sciences, Humanities, Languages, Arts and Technology sit side by side with some more vocational and technical courses in Sport, Performance, Social Sciences, Business and Catering. Targets are set and progress is closely monitored.

Year 7 to 9 students follow a core curriculum. This includes: English, Mathematics, Science, Technology, Humanities, Art, Music, Dance, Drama, Computer Science, Physical Education and a language.

In Year 10 and 11 students have the opportunity to design a curriculum matching their interests and skills. Those who are especially talented in one or several areas may have the chance to accelerate their learning. Students can choose purely academic pathways or routes that are work related, such as Design Technology & Catering as well as a range of BTEC subjects such as Sport, Business studies and Health and Social care.

The curriculum is designed to give every student the best possible chance of leaving Glossopdale School with strong qualifications and high aspirations.

Across all subjects, we want students to be excited and enthused, to express themselves confidently and eloquently and to rigorously expect the best academic standards of themselves.

## Why work for the Trust?

TRUE Learning is a community based, values focused, cross phased multi academy trust based across Cheshire and Derbyshire. All five academies in the Trust are closely located to one another which lends itself to many opportunities to work closely and collaboratively. Our vision is a community based, values focused, learning organisation that meets the needs of all its members so that all will achieve. By working within our community clusters, we will ensure that every child that is presented to us at the age of 3 is the best they possibly can be by the time they leave us at 18.

All our schools have excellent road links from the M56, M60, M67, A6, A34 and A57 and nearby railway stations of Poynton, Hadfield, Disley, and New Mills Central. For those travelling from further afield, both Stockport railway station on the West Coast mainline and Manchester Airport are both nearby.

We are exceptionally proud of our staff and the dedication they display every day to support our students to reach their potential. Whether a member of our Leadership Team, Teaching Staff or Support Team – all have a vital role to play in providing an environment where we can provide world class education where all can achieve.

We offer highly competitive salaries, pension scheme membership, free on-site parking and regular social events. All staff are able to access discounted gym memberships and other negotiated benefits across the Trust.

The Trust provides an Employee Assistance Programme through Health Assured which offers a wide range of services including legal and wellbeing support for employees and their families.

The Trust places at the heart of its development a commitment to high quality professional development for all staff who join the Trust. The CPD@TTLP programme enables all of our staff to access development opportunities across the Trust. Future goals and aspirations are supported through this programme to ensure that all staff are able to develop and achieve their own personal goals.

Staff wellbeing and providing a positive and healthy working environment is a key priority for us, as supporting all of our staff enables them to support all of our students. Our Director of Health and Wellbeing leads this key area working with senior staff across the multi academy trust. We are very pleased that our commitment to staff wellbeing has been recognised by the Valued Worker scheme which offers accreditation to workplaces where staff feel valued.

We are also committed to supporting mental health in the workplace by training a number of teaching and support staff across our Trust to be Mental Health First Aiders and through our work with the Time to Change programme which aims to end mental health discrimination in the workplace.



## Information about our academy schools



### Poynton High School

We are a very special school where the whole school team passionately believe in creating a school that truly meets the needs of all in our learning community. This is embodied in our mission statement which serves to guide us in the long-term planning for our school.

"We will inspire and empower all in our learning community to fulfil their individual potential and ambitions so that all are able to be active and successful citizens in our global society"

This can be summed up in three words, INSPIRE ACHIEVE CELEBRATE and is applied to every aspect of our work. We aim to inspire our young people in all of our work so that they may achieve their full potential and at the heart of this lies a truly celebratory culture; we aim to inspire our team, so that you can achieve, and we celebrate every achievement for everyone - staff and student. (Matthew Dean, Head Teacher)



### Lostock Hall Primary School

We are a growing (205 students) Primary School, serving children from the age of 3 to 11. We are a safe, stimulating and friendly school which provides an inclusive, calm, caring and productive learning environment. Our aim is to challenge and support each other and every child to help them realise their potential and to make a positive difference to their lives. Children leave Lostock Hall Primary school very well prepared for their future learning at secondary school and beyond.

Through our guiding principles of Be Ready, Be Respectful and Be Safe we deliver a carefully designed curriculum which progressively meets the needs of our children through fun learning and leads to excellent outcomes. (Graham Hamilton, Head Teacher)



### Disley Primary School

Our school is a very special place to be. We pride ourselves on being a happy, caring school where each child is valued as an individual. We aim to provide a stimulating learning environment which allows every individual to fulfil his/her potential.

We constantly seek exciting ways of delivering both the Foundation Stage and National Curriculum requirements, along with opportunities for social and moral development. Our children are at the heart of everything we do. (Jake Nicklin, Headteacher)



## **Glossopdale School**

Our School is a warm and caring community for all of our students, from when they join us in Year 7 to when they leave us in Year 13. We are a school that has the highest expectations of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

Our core purpose is to support students of all abilities and backgrounds to develop high aspirations and achieve their potential. We do this by nurturing and building ambition for our students, we open opportunities, broaden horizons and introduce challenges ensuring everyone can thrive, both academically and personally, to be the best that they can be.

We are in the very fortunate position to work within a new purpose-built school which opened in September 2018. This has benefitted staff and students in so many ways. Our students learn in a modern, open and inclusive environment which has been designed to reflect and compliment the local landscape. (Debbie McGloin, Executive Head Teacher)



## **Hague Bar Primary School**

Here at Hague Bar Primary School, we have worked hard to develop a school which provides an excellent education by helping each child to achieve her or his full potential. Our skilled staff foster a happy and caring atmosphere, where children can succeed through our personalised learning process, ensuring no child is left behind.

The origins of Hague Bar Primary School stretch all the way back to 1854, with a school which was in existence at the Strines Print Works. Hague Bar Primary School is just inside the Derbyshire border. It lies between the town of New Mills in Derbyshire and Strines in Cheshire. The school is situated on the edge of the countryside and enjoys stunning views of fields and distant hills.

We are proud of, and celebrate, the achievements of our children, both in and out of the classroom, and we are here to help your child make the most of their potential. (Karen McCurdy, Head of School)

# TRUE LEARNING PARTNERSHIP: SCHOOL LOCATIONS



Our partnership of primary and secondary schools is located to the south-east of Manchester, close to the natural beauty of the Peak District National Park.

All our schools have excellent road links from the M56, M60, M67, A6, A34 and A57 and nearby railway stations of Poynton, Hadfield, Disley, and New Mills Central.

For those travelling from further afield, both Stockport railway station on the West Coast mainline and Manchester Airport are both nearby.

## Trust Safeguarding Statement

TRUE Learning (TL) recognises the important role that our schools and their staff have in the wider safeguarding system for children. **ALL** staff have a responsibility to provide a safe environment in which children can learn. TTLP fully adopts statutory guidance "Keeping Children Safe in Education" (September 2023).

### Keeping Children Safe 2023

The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our schools are a safe place for children, where our responsibilities for safeguarding children are taken seriously. As a Trust, we are responsible for ensuring that all our schools have thorough and robust child protection and safeguarding policies and procedures.

Should you have safeguarding concerns regarding any pupil at any of our schools, please speak to one of the Designated Safeguarding Leads at that school. Full details of key contacts for safeguarding in each of our schools is listed below.

TTLP's Designated Safeguarding Officer is Catherine Holyland, Deputy Head Teacher at Poynton High School. If you wish to contact her directly please e mail [Cholyland@truelearning.org.uk](mailto:Cholyland@truelearning.org.uk)

TTLP's Trust Board safeguarding representative is Lucy Monk. If you wish to contact her, please e mail [info@truelearning.org.uk](mailto:info@truelearning.org.uk) stating that the e mail relates to a safeguarding issue.

Our schools' Local Governing Bodies are regularly updated about child protection, bullying and safeguarding policies and practices by the relevant school Head Teachers, and other members of the Senior Leadership Team. This information is reported to the Trust Board.

For further details on roles and responsibilities, and recording information regarding Safeguarding, please see the Safeguarding Policy and Procedures documents held by each school in our Trust.



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