

EXCELLENCE THROUGH ENDEAVOUR



# The Richmond upon Thames School

## Job Application Pack

### Higher Level Teaching Assistant (HLTA)

**Salary: RTS Scale SO1-SO2**

*(pro-rata Term-Time Only, depending on experience)*

**£31,222 - £32,056 (Pro-rata)**

***Starting September 2025***





**Dear Candidate,**

**I am delighted that you have expressed an interest in The Richmond upon Thames School (RTS).**

As a thriving comprehensive secondary academy (11-16), we have grown rapidly since opening in 2017 and now have 762 students across Y7 to Y11. In partnership with our Campus Partner, Richmond upon Thames College, we have launched RTS Sixth Form Plus, a distinctive, jointly-led provision designed to ensure our students experience a seamless and aspirational transition to KS5.

The years ahead promise to be particularly exciting. Situated at the heart of the Richmond Education and Enterprise Campus, RTS is uniquely positioned within a dynamic hub of education and innovation. We work alongside two outstanding special schools (Clarendon and Capella House) and a leading further education college (Richmond upon Thames College), creating a truly collaborative learning environment. Our state-of-the-art, purpose-built premises, alongside the next phase of campus development, including our new Sports Centre and the College's STEM Centre, both of which opened in 2024, provide an exceptional setting in which to learn and work.

Our ambition to do the ordinary differently continues to define our journey, as we establish RTS as a beacon of excellence. We recognise that being an outstanding school depends on the exceptional people within it. That is why we are committed to recruiting, supporting, and developing dedicated professionals who are passionate about education's transformative power. We want our staff to thrive, to excel through professional development, and to contribute meaningfully, not only to our students' lives but also to the broader educational landscape. At RTS, we foster an environment where ambition, innovation, and inclusivity shape the next generation of learners and leaders.

If you are driven to engage and inspire students, eager to work within a team of professionals who are relentlessly focused on continuous growth, and keen to collaborate with our industry and education partners, Haymarket Media Group, Harlequins FC, the National Physical Laboratory (NPL), and Richmond upon Thames College (alongside the wider HRUC group), then RTS is the perfect place for you. Our partnerships allow us to diversify and enrich the student experience, ensuring that every young person leaves RTS equipped for limitless opportunities and ready to be a champion for equality and social justice.

We welcome prospective candidates to reach out with any questions prior to submitting an application. Please contact Barbara Munro, PA to the Head Teacher, at [pa@rts.richmond.sch.uk](mailto:pa@rts.richmond.sch.uk) to arrange a suitable time.

We look forward to receiving your application and wish you well with the process.

A handwritten signature in black ink, appearing to read 'K Dooley', with a small dot at the end.

Kelly Dooley  
**Head Teacher - The Richmond upon Thames School**

Our motto

# *Excellence Through Endeavour*



## Our school

**RTS is a co-educational, non-selective and non-faith based school for 11-16 year olds and admits five forms of entry (150 children) per year.**

The Richmond upon Thames School (RTS) provides an inspiring place for young people to learn and work purposefully towards achieving their best at all times. Our students are valued as individuals, recognised for their talents and challenged in their endeavours.

Our school encourages an atmosphere that rewards hard work and expects high academic achievement, but also provides an environment where children can develop as people and learn valuable life skills. Our students will emerge as confident, resilient individuals, who can build positive relationships and demonstrate commitment in everything that they do.

RTS strives to be a welcoming place where everyone is valued highly and where tolerance, honesty, cooperation and mutual respect for others are fostered. It provides equal opportunities for all children regardless of disability, gender, race, religion or beliefs. We also promote a shared sense of purpose with our students, teachers, parents, and Trustees; all working towards a common goal to make the best possible school for our children.

Our team of talented staff inspire and nurture students throughout their school life, delivering imaginative, stimulating lessons that keep every child engaged. The school is already characterised by its excellent working relationships with industry partners, giving students the best possible foundations for their future careers. Our partners help shape the curriculum and set real-world projects, and will offer work experience and provide mentoring. Our unique access to real-world facilities through on-site partners Harlequins, Haymarket Media Group and Richmond upon Thames College, offer students a huge range of opportunities that will transform their future employment potential and enhance both their personal and physical development.

As leaders in digital technologies, we give every student the opportunity for safe and responsible access to the latest digital devices and encourage them to become the developers, not just the consumers, of future technology.

As a new school, connecting with our local community is important to us. Through supporting local projects, our students are encouraged to participate in programmes that widen their experiences and teach them the value of helping others. The school will also serve as a learning hub, providing a range of before-and after-school clubs, holiday activities, sports facilities hire and adult evening classes.



## Our campus and facilities

RTS is housed in a purpose-built facility, with Clarendon School's secondary students and Capella House students accommodated in adjoining spaces.

Together with the newly constructed Richmond upon Thames College, these institutions form the Richmond Education and Enterprise Campus, a hub of education, innovation, and opportunity.

Our outdoor sports facilities include five multi-purpose courts for hockey, tennis, and netball, alongside direct access to both 4G and grass pitches for rugby and football. In 2024, the campus expanded further with the opening of a double-height Sports Centre, featuring a four-court sports hall, a dedicated dance studio, and modern changing facilities.

The Education Campus model is redefining learning, integrating education with enterprise to equip students with the skills, experiences, and opportunities they need to succeed. Through strategic partnerships with Richmond upon Thames College, the Auriga Trust (Capella House and Clarendon), Haymarket Media Group, Harlequins, and the National Physical Laboratory, RTS benefits from a wealth of expertise from organisations that excel both nationally and globally. These partnerships continue to add a dynamic, real-world dimension to the school's curriculum and student experience.



**Richmond upon  
Thames College**

### Richmond upon Thames College

"Over the next two to three years the College is undergoing a transformation to become a first class further education college and a major technical and professional hub for West London with a reputation for academic and vocational excellence. The College is delighted to be a founder member of a school which will provide a high quality education, with a curriculum co-designed with us and the other Campus partners to provide choice and successful progression to further and higher education."



**haymarket®**

### Haymarket

"Having a clear understanding of what employers look for in a business professional is crucial for tomorrow's workforce. The Haymarket Skills Academy programme of media days, career support, work experience opportunities will help RTS students to maximise their potential."



### Clarendon School

"A brand new, purpose built building will provide facilities and teaching spaces specifically designed for the particular needs of Clarendon School's pupils, including those with autism. Being co-located on the Campus with RTS and the College will provide opportunities for inclusion for students to and from each setting and improved transition arrangements post-16. It will also allow access to shared facilities and improved opportunities for sharing staff expertise between settings."



Harlequins

### Harlequins

"Harlequins is immensely proud to be a part of RTS. As one of the school's partners, the Club will be working closely with the Free School to create a sporting programme for all age groups and levels across a range of sports to encourage participation and healthy living. There will also be a number of work placement opportunities with access to experts from the industry including health and nutrition, strength and conditioning, leadership and management. We are looking forward to working with the other partners to deliver an outstanding educational campus for 2017 and beyond."



## Our curriculum

**We are an inclusive school, where every student is stretched and challenged to exceed their personal best. Securing each child's academic success and independence is at the heart of our approach, with demanding teaching that fosters resilience, curiosity, and intellectual agility.**

Our teaching methodologies ensure that students engage critically with complex concepts, developing the analytical skills needed to thrive in an ever-changing world. While our curriculum remains rooted in traditional academic excellence, we take an enterprising approach to its design, leveraging innovative digital technologies and strategic partnerships to enrich learning. Our extended school day provides students with access to a wealth of diverse and enriching learning experiences beyond the core curriculum.

In KS3 (Years 7-9), students benefit from a broad and ambitious curriculum, studying Art, Computer Science, Design and Technology, Drama, English, French, Geography, History, Mathematics, Music, Physical Education, Prep, PSHCE, RE, Science, and Spanish.

At KS4 (Years 10-11), students undertake a rigorous suite of GCSEs, including Art, Citizenship, Computer Science, Design and Technology, Drama, English, French, Geography, History, Hospitality and Catering, Mathematics, Media Studies, Music, Physical Education/Sport, Religious Education, and Sciences (Biology, Chemistry, and Physics), alongside Spanish.

Learning at RTS extends far beyond the classroom walls. From scientific explorations at Kew Gardens during Science Week to theatre and gallery visits, masterclasses led by industry leaders, collaborative projects with universities, and weekend outdoor expeditions, students benefit from a dynamic, experience-rich education. As a technology-forward school, every student has access to a school-issued iPad, enabling them to engage with cloud-based classrooms, revisit lesson materials, and independently explore extension activities.

Sport plays a key role in the RTS experience, with students competing in tournaments against other schools and an annual Sports Day, which is deeply embedded in our house system—fostering team spirit, resilience, and a shared sense of pride in school life.

### KS3

Art	Music
Computer Science	Physical Education (PE)
Design and Technology	PSHCE
Drama	Religious Education (RE)
English	Science
French	Spanish
Geography	Enrichment
History	Prep
Mathematics	Academic Tutoring

### KS4

Art	English language	Physics
Biology	French	Physical Education (PE)
Chemistry	Geography	PSHCE
Computer Science	History	Religious Education
Citizenship	Hospitality & Catering	Spanish
Design and Technology	Mathematics	Sport
Drama	Media Studies	Academic Tutoring
English literature	Music	

## Our curriculum | extended day

At the Richmond upon Thames School, we have longer school days on Tuesday, Wednesday and Thursdays. We use our longer days to provide exciting enrichment options. In KS3, the enrichment curriculum personalises and broadens students' school experience through access to a wide range of exciting sessions including Master-Chef, dissection, choir, Karate, 3-D model making, gardening, a range of sports clubs and more. In KS4, students access a comprehensive careers education information and guidance programme, which supports students' development for the next stage of their lives.

Through our best endeavours, we strive to prepare our students for the next stages of their lives. We do this through a combination of methods, including PSHCE, academic tutoring, assemblies, employer visits, seminars, masterclasses, workshops, drop down days and 1:1 sessions.

As a school, we are committed to ensuring that the learning experience supports all of our students to develop to their full potential. We recognise that some students may have particular strengths, whether academic, musical, artistic or sporting and that others require support with special educational needs or disabilities. To support all students our dedicated staff work together to ensure no student is left behind and we do this by providing stimulating, engaging learning experiences delivered by excellent teachers.



## Job Advert

The Richmond upon Thames School (RTS), an ambitious and inclusive secondary academy in Richmond, London, is seeking a dedicated and experienced Higher Level Teaching Assistant (HLTA) to join our growing team. This is an exciting opportunity to support students across all key stages and subjects, and to work as part of a dynamic Inclusion and SEND Team that plays a vital role in securing excellent outcomes for every learner.

As an HLTA, you will provide high-level classroom and intervention support, plan and deliver learning to small groups and individuals, and contribute to our wider culture of ambition, equity, and care. You will work under the guidance of the SENDCo, with responsibility for key students and for mentoring other support staff as appropriate. At RTS, every member of staff is instrumental in shaping an environment where high expectations, collaboration, and innovation thrive.

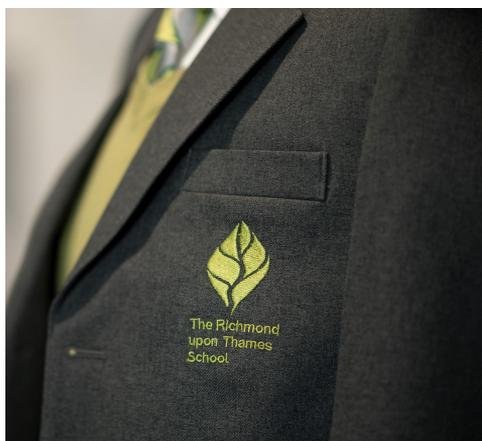
### We are seeking individuals who:

- Hold HLTA status (or be able to evidence equivalent experience)
- Demonstrate experience of working with students with SEND, particularly SEMH, literacy, or communication needs
- Are confident delivering learning activities independently or in support of teaching staff
- Understand inclusive classroom practice and the importance of scaffolding and differentiation
- Have excellent communication and interpersonal skills and work well as part of a team
- Can take initiative, show flexibility, and adapt support to meet diverse needs across KS3 and KS4
- Are resilient, reflective and committed to continuous professional development

### What RTS offers you:

- A state-of-the-art learning environment, with access to purpose-built facilities on the Richmond Education and Enterprise Campus
- A strong, supportive and values-led SEND team, committed to equity and inclusion
- Structured professional development, including opportunities to train as an SLSA, LSA, or in specialist intervention programmes
- Access to staff benefits including private medical insurance, staff wellbeing services, and a two-week Autumn half-term break
- The opportunity to work with inspirational students, colleagues, and education and industry partners who are redefining the student experience

Prospective candidates are welcome to discuss any questions before submitting an application. To arrange a suitable time, please contact Barbara Munro, PA to the Head Teacher, at [pa@rts.richmond.sch.uk](mailto:pa@rts.richmond.sch.uk) or on 0208 891 2985.



*The Richmond upon Thames School Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Successful applicants will be expected to complete an enhanced DBS check and to disclose any information relevant to Disqualification by Association.*

# Job description

**Title:**  
**Reporting to:**  
**Line management of:**

**Higher Level Teaching Assistant (HLTA)**  
**SENDCo**  
**None (may provide mentoring or modelling to other support staff where appropriate)**

## Overall Job Purpose:

- To support high-quality teaching and learning across the curriculum by delivering structured intervention and in-class support for students with SEND
- To lead and deliver targeted literacy, communication, and learning support interventions, contributing to improved outcomes and equity of access for all students
- To support the Inclusion and SEND Team in implementing a whole-school strategy for SEND and inclusion, under the leadership of the SENDCo
- To promote the independence, engagement, and achievement of students, including those with EHCPs and those receiving SEN support

## Planning, Delivery and Support for Learning

- Deliver structured, pre-planned learning to individuals, small groups or whole classes in accordance with the needs of students and under the direction of the SENDCo.
- Lead intervention sessions in areas including literacy, reading fluency, communication and SEMH, aligned with students' learning plans and school curriculum.
- Support and scaffold learning for students in mainstream lessons, working in collaboration with class teachers to adapt materials, reinforce understanding, and remove barriers to engagement.
- Contribute to the planning and delivery of specialist support programmes in consultation with the SENDCo and Reading Coordinator.
- Establish and maintain positive, professional relationships with students that model high expectations and support personal development.
- Provide structured feedback to students on their learning and progress, helping them to build confidence, resilience, and self-regulation.
- Apply a working knowledge of the curriculum and assessment requirements across KS3 and KS4 to support the design and delivery of effective learning experience

## Monitoring, Assessment and Review

- Contribute to the identification of learning needs and the creation of personalised plans (including provision maps, support profiles, and EHCP reviews).
- Support the delivery of Assess-Plan-Do-Review cycles and maintain accurate records of intervention delivery and impact.
- Contribute to formal and informal assessment of student progress and adapt delivery accordingly.
- Provide timely, relevant updates to the SENDCo and class teachers regarding student performance, engagement, and barriers to learning.
- Participate in Annual Reviews and other key meetings as required

## Wider Professional Contribution

- Participate fully in staff CPD, training days, and collaborative planning sessions.
- Contribute to the development of a positive, inclusive culture by promoting the values and expectations of RTS at all times.
- Liaise effectively with the wider Inclusion and SEND Team, including the Reading Coordinator, SLSA, LSAs, and specialist staff.
- Maintain professional communication with parents/carers to support home-school collaboration, providing updates on student progress where appropriate.
- Attend meetings with external professionals (e.g. Educational Psychologists, Speech and Language Therapists) where relevant to student support.
- Assist with the supervision and care of students across the school day, including in communal areas and at unstructured times

## Additional Responsibilities

- Adhere to school policies including those relating to safeguarding, equalities, behaviour, inclusion, and GDPR.
- Take responsibility for continuous professional development, including reflecting on practice and identifying areas for further training.
- Use ICT effectively to support learning and record keeping.
- Promote a safe, respectful and purposeful environment for all learners.
- Provide cover supervision or additional support to year teams or curriculum areas as directed by the SENDCo in line with HLTA expectations.
- Carry out any other duties that may reasonably be requested by the SENDCo or Senior Leadership Team to support the strategic aims of the school.

## Other

- As RTS continues to grow, roles and responsibilities may evolve in consultation with the post-holder to meet school needs
- The school will make reasonable adjustments to the job and working environment to support applicants and employees with disabilities.
- This job description is subject to periodic review by the Head Teacher to reflect school priorities and developments.
- RTS is committed to safeguarding and promoting the welfare of children and young people, and all staff must share this commitment.

# Person specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• HLTA status or equivalent qualification and experience</li> <li>• A good standard of general education, including English and Maths at GCSE grade 4/C or above</li> <li>• Evidence of recent and relevant professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Qualification in supporting teaching and learning, SEND or literacy development</li> <li>• Training or accreditation in phonics, reading interventions or SEMH approaches (e.g. ELSA, Thrive)</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with secondary-aged students, particularly those with SEND or additional needs</li> <li>• Experience planning, delivering and evaluating interventions, including literacy or learning support</li> <li>• Experience supporting learning across a range of curriculum areas</li> <li>• Proven ability to build positive relationships with students, staff and parents/carers</li> <li>• Experience of contributing to personalised learning plans, support profiles or EHCP reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Experience contributing to access arrangements or exam support</li> <li>• Familiarity with tracking systems (e.g. Arbor, Provision Map, Edukey)</li> </ul>
<b>Knowledge and skills</b>	<ul style="list-style-type: none"> <li>• Secure knowledge of inclusive classroom practice, scaffolding and differentiation strategies</li> <li>• Working knowledge of the SEND Code of Practice and its application in a mainstream setting</li> <li>• High-level literacy and communication skills, with the ability to model accurate spoken and written English</li> <li>• Understanding of the importance of reading and language development for student progress</li> <li>• Ability to use ICT effectively to support learning and maintain accurate records</li> <li>• Skilled in managing behaviour and supporting emotional regulation in line with school policy</li> <li>• Excellent organisational skills, with the ability to plan ahead, meet deadlines and respond flexibly to need</li> <li>• Awareness of safeguarding responsibilities and commitment to promoting the welfare of children</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading or supporting extra-curricular enrichment</li> <li>• Experience of working in partnership with external agencies</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• High expectations for all students, regardless of background or starting point</li> <li>• A professional and collaborative approach, contributing positively to team working</li> <li>• A proactive, reflective and resilient attitude to challenge and change</li> <li>• Commitment to inclusion, equality, and equity in education</li> <li>• Ability to work independently, manage own timetable and adapt to a varied workload</li> <li>• Commitment to ongoing professional development and whole-school improvement</li> </ul>	

## Application details

Thank you for your interest in our vacancy at The Richmond upon Thames School. Further details of this post, the school and the Trust are included in this pack and on our website. Details of how to apply can be found below.

## How to Apply

Should you wish to apply for the post, please complete our online application form which is accessed via the vacancies page of the school website.

[www.richmonduponthameschool.org.uk](http://www.richmonduponthameschool.org.uk)

The School reserves the right to commence the interview process at any time prior to the closing date so early application is recommended.

## School visit

Prospective candidates are welcome to come for an informal visit to the school before submitting their application. Alternatively, you are welcome to discuss any questions that you may have prior to submitting your application; contact Barbara Munro, PA to the Head Teacher on 0208 891 2985 or [pa@rts.richmond.sch.uk](mailto:pa@rts.richmond.sch.uk) to arrange a suitable time.

## Supporting statement

You will be directed to respond to the following questions within the electronic application form. Please refer to the job description and person specification when responding to the questions. **We do not accept CVs.**

- How have your experiences to date prepared you for this post?
- How are you uniquely qualified for this role?
- How have you enhanced the wider life of your current/previous school/s?
- How will you ensure excellent academic progress and outcomes for students of all abilities?

## Shortlisting

Due to the number of applications received we are unable to provide feedback to candidates who are not invited for an interview. The School reserves the right to commence the interview process at any time prior to the closing date so early application is recommended.

## Interview

To be confirmed

## Safeguarding

The Richmond upon Thames School is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

## Online searches

In accordance with Keeping Children Safe in Education guidance, the school conducts online searches for shortlisted candidates as part of the process of assessing suitability. The purpose of the online search is to ensure that potential candidates are suitable for the role they have applied for and will not pose a safeguarding risk or damage the reputation of the school. The online search does not form part of the shortlisting process itself, and it will not be carried out by the interview panel. The search will only be carried out by individuals who are not involved in any other aspect of the recruitment process.

All relevant information uncovered will be discussed with the applicant at the interview, and no recruitment decision will be made solely on the basis of an online search. All candidates will be treated consistently, and no irrelevant information uncovered will be provided to the staff responsible for interviewing the job applicant.

## Benefits of Working At RTS

The school is well placed for excellent transport links whether travelling by foot, cycle, car, bus or train.

- There are ample secure cycle racks for staff to use (as well as staff showering facilities on site), as well as access to a 'Cycle to Work' scheme.
- Access to employee health insurance
- The site also has a secure, controlled access car park for staff to use with direct access to the A316.
- The school is well served by local bus routes in all directions; and is within easy walking distance to Twickenham train station, which is in Zone 3 and well served by South Western Trains. The station has recently undergone a major redevelopment with a new station building, access and shops.

There is a focus on developing community and positive staff wellbeing through:

- Private Medical, Health, Dental and Optical insurance
- Employee Assistance Programme (EAP)
- Quiz nights
- Discounted tickets at some Harlequins matches
- Staff-led fitness and sports
- Discounted membership for Nuffield Health, Twickenham (next door to RTS);
- Seasonal gatherings
- Free tea and coffee in the light and airy staff social room
- Two-week Autumn half-term break; and
- Membership of a pension scheme is available.

Continuing professional development has a strong focus. There is an extensive programme available which extends to internal and external specialists, as well as partnerships with other educational and business providers.

Reciprocal school visits are encouraged with existing arrangements already in place.

RTS is proud of its well established links within the community and has an active PTA. We welcome and encourage local businesses and groups to join us during the annual Christmas Fair.



**The Richmond upon Thames School**

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