



**HARTLAND
HIGH SCHOOL**

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RECRUITMENT PACK



Proud to be part of the

**GREENSHAW
LEARNING TRUST**

Hartland High School,
125 Hartland Rd,
Reading,
RG2 8AF

Email: contact@hartlandhigh.co.uk

Telephone: 01189 370200



**HARTLAND
HIGH SCHOOL**

Dear candidate

Thank you for your interest in the role of Intervention Lead at Hartland High School. We are proud members of the Greenshaw Learning Trust, a 'family' of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing our own distinctive character.

The Trust is a vibrant and forward-thinking community of teachers, support staff and learners committed to educating the 'whole child' to improve life chances, whilst securing the best possible outcomes for students. We encourage all young people to work hard and make the most of the opportunities they are given. Our amazing team of teachers and support staff themselves demonstrate and encourage a lifelong love of learning, both within and beyond our curriculum.

As one of the highest performing multi-academy trusts in the country, we currently have schools across South London, Berkshire, Surrey, Gloucestershire and South Gloucestershire, and Plymouth. We are continuing to grow and have further schools joining us on a regular basis.

We strive to be an inclusive and diverse employer and we encourage applications from underrepresented demographics. We recognise the need to achieve a good work-life balance and encourage discussions regarding flexible working across our schools and Shared Service teams. We aim to create the conditions under which our colleagues are able to thrive and to deliver exceptional work for the young people and communities which we serve. To get a feel of life at Greenshaw Learning Trust, please download our 'Why you should work for GLT' recruitment brochure on our jobs portal.

Hartland High School is committed to safeguarding and promoting the welfare of children and young people, therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

The school website provides a clear picture of our aspirations and our vision: however, please do not hesitate to contact us to seek further information from our School Recruitment Officer, Swati Kurle (skurle@hartlandhigh.co.uk). We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.



Yours sincerely

Emily Davey, Headteacher

ABOUT OUR SCHOOL

At Hartland High School, our goal is for every student to climb their own personal mountain to the very best universities in the country or careers of their choosing. To achieve this, we have built our school around five pillars.

Academic Excellence

All our students will leave us with excellent grades. We recognise that to be a true vehicle of social mobility, our students must have results that enable them to make choices about their futures and leave with opportunities in front of them. We know that learning is joyful and that all children are motivated to learn when they are provided with conditions in which they can experience success and classrooms in which they feel they belong.

Character Education

Our students are taught excellent character. Our mantra 'Work hard, be kind' underpins everything we do. Students have access to a broad enrichment programme and experiences beyond the classroom that will equip them with the character required to succeed.

Pastoral Care

We recognise that adolescence is a challenging period for our young people and that with a high proportion of disadvantage in the community we serve, many of our students will require pastoral support in order to thrive. Our pastoral leaders, exceptional safeguarding and mountain rescue provision means our school is a safe and caring environment.

Community Involvement

Our community is one of our greatest assets, from parents and carers, extended families often with multiple generations who have attended our school, and other local community members and activists. And we know that parents and carers are critical in our students' journeys up their mountains.

Investment in Staff

All members of staff deserve to be treated with respect at all times. We value incredibly highly the important work that our teams and individuals do. We commit to ensuring all staff receive high quality professional development so that they can grow their careers with us or within GLT.

Hartland High School is on a rapid journey of school improvement, backed by a trust with a track record of turning around failing schools in areas of historic underperformance. This is a hugely exciting opportunity to be part of the leadership team driving forward change in a school context with high proportions of socioeconomic disadvantage.

TERMS AND CONDITIONS

CONTRACT

Permanent

SALARY

Salary calculated in line with teaching pay scale, points MPS/UPS + TLR £3,527

HOURS OF WORK

Full-time, 32.5 hours per week, 52.143 weeks per year.

PLACE OF WORK

Hartland High School, 125 Hartland Rd, Reading RG2 8AF.

PENSION SCHEME

Under the Social Security Act 1986 the post holder has the right to make their own pension arrangements. They may choose to contribute to the Teachers' Pension Scheme or a Personal Pension Scheme.

GLT will recognise continuous local government service for redundancy purposes in line with the Redundancy Payments (Continuity of Employment in Local Government, etc) (Modification) Order 1999.

HOLIDAY ENTITLEMENT

Subject to Working Time provisions of the School Teachers Pay and Conditions Document your holidays coincide with periods of school closure.

PROBATION PERIOD

New employees are required to complete a six-month probationary period.

STATUTORY CHECKS

All employment offers are made subject to checks in line with Government guidance (some of which are dependent upon the role/individual). These include: online checks, evidence of identity and right to work in the UK, an enhanced Disclosure and Barring Service check, overseas criminal record check if the successful candidate has worked or resided overseas in the last five years, confirmation of a satisfactory medical report, satisfactory references, evidence of qualifications, DfE teaching/management barred list check.

JOB DESCRIPTION

Post:	Intervention Lead
Responsible to:	Assistant Headteacher

ROLE OVERVIEW

We are looking for an enthusiastic and highly organised specialist to join our committed staff body. The successful candidate will motivate, challenge, support, and inspire our students who require targeted intervention to reach their potential. The ideal candidate will have relevant experience in a similar role with a proven track record in raising student attainment through coordinated, evidence-based intervention strategies.

MAIN DUTIES AND RESPONSIBILITIES

- To design, implement, and monitor an appropriately broad, balanced, relevant, and differentiated programme of academic interventions across the school.
- To oversee and support the overall progress and development of students identified as requiring additional support or targeted intervention.
- To use assessment to identify students requiring intervention and to track student progress throughout interventions to monitor the impact and effectiveness of the support provided.
- To facilitate evidence-based interventions through which students accelerate their learning and close attainment gaps.
- To contribute directly to raising standards of student attainment across the school, particularly for vulnerable groups.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

TEACHING, LEARNING AND STUDENT PROGRESS

- To undertake a designated programme of leading, coordinating, and delivering small-group or one-to-one interventions across key stages 3 and 4.
- To design and implement bespoke intervention schemes of work and resources, ensuring the fidelity and effectiveness of specified programs, including:
 - Direct Instruction (DI) Maths and English interventions for targeted students.
 - The Read Write Inc. (RWI) Phonics and Literacy programme across relevant key stages.

- Specialised support and resources for students with English as an Additional Language (EAL).
- To teach highly effective intervention lessons, following the structures and processes of the aforementioned programmes
- To ensure the effective/efficient deployment and training of staff supporting intervention programmes, with particular focus on the delivery protocols of RWI and DI methods.
- To implement consistently the school's behaviour systems
- To lead, monitor and evaluate the impact and effectiveness of all intervention strategies, including the specific outcomes of DI, RWI, and EAL provision.
- To design and implement robust school-wide monitoring and tracking systems relating to the attainment, progress, and achievement of students on intervention programmes.
- To compile and present impact reports on intervention efficacy for the Senior Leadership Team (SLT) and Governors.
- To assess, record, and report on the attendance, progress, development, and attainment of students in intervention groups and to keep such records as are required.
- To update professional knowledge and expertise as appropriate, keeping up to date with developments in evidence-based intervention practice and educational psychology.
- To liaise proactively with the relevant pastoral leaders and curriculum heads to ensure clear communication about student progress
- To prioritise and manage time effectively, ensuring continued professional development in line with the role.
- To follow the school policies and procedures.

STAFF DEVELOPMENT

- To continue personal development in the relevant areas, including knowledge of SEND, EAL, and best practice in gap closing strategies.
- To engage actively in the Performance Management process.
- To provide initial and ongoing training and guidance to teaching and support staff on effective intervention techniques, specifically the implementation protocols for Direct Instruction (DI) and Read Write Inc. (RWI).
- To advise staff on best practices and resources for supporting EAL students within the mainstream classroom.
- To participate in whole school professional learning programmes and contribute to the staff development programme.

SAFEGUARDING

- Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding Policy within the school.
- Comply with the school's Safeguarding Policy to ensure the welfare of children and young persons.
- Greenshaw Learning Trust is committed to safeguarding and promoting the welfare of children and young people therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

Greenshaw Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share this commitment.

The duties and responsibilities in this job description are not restrictive and you may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

PERSON SPECIFICATION

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples, within their application.

	Essential	Desirable
Qualifications and training		
Good Hons. Degree.	x	
Qualified Teacher Status.		x
Willingness to undertake further CPD.	x	
Relevant postgraduate studies.	x	
Evidence of wider professional development		x
Skills and experience		
Excellent interpersonal and teamwork skills	x	
Excellent communicator – sensitive, compassionate and effective	x	
Knowledge of strategies to inspire and improve outcomes for students	x	
Outstanding organisational skills to ensure efficient and effective implementation of the role	x	
Knowledge of strategies to recognise and reward efforts and achievements and the ability to encourage students to become self-reliant and independent learners	x	
An understanding of evidence-based interventions, such as DI and RWI, and experience of delivering them or willingness to learn them.	x	
Personal attributes		
Able to establish good working relationships with a wide range of people - students, colleagues and parents	x	
A willingness to become involved in all aspects of school life	x	
Committed to the safeguarding of children	x	

THE RECRUITMENT PROCESS

APPLICATION

To apply for a vacancy, please register for an online account and complete the online application form on the GLT website. In the application form you should demonstrate how you meet the requirements set out in the person specification. Include specific examples which support your application. You will have the opportunity to upload additional documents in support of your application if required.

Please ensure you enter your correct email address when registering for your online account. This is the email address we will use to contact you about your application.

Applications must be received no later than **11.59 pm on Sunday 19th October 2025**. Applications received after this date will not be considered. We reserve the right to interview candidates as applications are received and close the advert prior to the closing date should an appointment be made.

INTERVIEW PROCESS

Shortlisted applicants will be invited by email to attend an interview. References may be taken up after shortlisting. Please indicate on your application form if you are happy for us to do so. As part of your interview, you may be asked to undertake a practical test related to the knowledge and abilities in the person specification.

TAKING UP POST

The successful applicant will take up the post in January 2026.



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