



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 Teaching Assistant 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 support pay scale, points 4-7, £25,185 to £26,403 per annum, pro-rated to £21,719 to £22,769. Starting salary and pay points will be aligned with relevant regional NJC spine on appointment, dependent on the location of the postholder.

HOURS OF WORK

Hours of work will be Monday to Thursday 8 - 4pm and Friday 8 - 3.30pm. You will work 37 hours per week, during term time plus all INSET days (39 weeks).

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:	Teaching Assistant
Responsible to:	SENDCO

ROLE OVERVIEW

- Teaching Assistants provide valuable support to teaching staff and are able to make a significant contribution to the education and well-being of pupils.
- This job description is not exhaustive and serves only to highlight the main requirements of the post holder.
- The line manager may stipulate other reasonable requirements. The job description will be reviewed regularly and may be subject to change.
- The post holder will work flexibly throughout all Key Stages of the Secondary Phase.

MAIN DUTIES AND RESPONSIBILITIES

- Under the direction of the school's SENDCO work alongside members of the Learning Support Team;
- To support students with learning, physical, medical, emotional and behavioural difficulties to access the curriculum, make appropriate progress and develop appropriate classroom behaviour
- To actively promote and contribute to the academy ethos and values
- To support teachers in facilitating and encouraging learning, which enables students to achieve high standards and to become independent learners
- To contribute to the evaluation of the school's SEND Policy and Inclusion Policy and practice through discussions with relevant staff
- To attend appropriate in-service training provided by the school or local authority
- To attend school team meetings and meetings with external agencies as required and to prepare reports for these meetings, if required
- To provide in-class support for identified individual students or small groups of students (e.g. 4-5 students), including specialist subject support as appropriate.
- Under the direction of the class teacher, to assist in the management of the whole class through the overt modelling of effective behaviour management techniques.
- Under the direction of a class teacher or SENDCO to develop and lead small group work for identified students (e.g. reading schemes, phonics, spelling, numeracy and social skills to groups of 4-5 students) and to contribute to the appropriate paperwork for these groups.
- To assist in the production of teaching and learning materials for students, including differentiating the materials.

- To provide support, to include personal care if required, for student(s) experiencing physical or medical difficulties (following training)
- To provide before and after school support for identified students as required.
- To provide regular feedback to the class teacher and to the SENDCO or the relevant line manager.
- To use appropriate systems for recording the progress of students with behavioural and learning difficulties.
- To provide data and information to inform Annual and Transition Review paperwork, PSPs (Pastoral Support Programmes), Student Profile documentation and Academic Reporting.
- To undertake assessment of students and to provide data to the relevant member(s) of staff for analysis.
- To provide support to identified students undertaking tests/exams to enable them to make full use of their access arrangements.
- To liaise with parents/carers as appropriate and professionals (e.g. Educational Psychologist) as required.
- To liaise with other teams across the school to ensure all student needs are met.
- To promote student independence by using a variety of reward strategies.

STAFF DEVELOPMENT

- To continue personal development in the relevant areas, including subject knowledge and teaching methods.
- To engage actively in the Performance Management process.
- To participate in whole school professional learning programmes.
- To take part in the staff development programme by participating in arrangements for further training and professional development.

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		
A good relevant education to GCSE level	x	
A good relevant education to A level or equivalent		x
Further qualifications or training relevant to the role such as; An NVQ level 2 or above Teaching Assistant qualification		x
Qualification or experience of working with children/young adults requiring speech and language support		x
Evidence of wider professional development		x
Skills and experience		
Previous experience of working with children in an educational setting		x
Experience of using Information Technology to support students in the classroom environment or other similar setting		x
Experience of supporting SEN students in a mainstream classroom environment or other similar setting		x
Knowledge of SEND and experience of working with those students		x
Experience of working with children with SEMH		x
Successful experience of working within a secondary school / education setting		x
Knowledge of behaviour management strategies		x
Good interpersonal skills with both adults and children	x	
Ability to follow instructions and respond to management directions	x	
Knowledge of strategies to recognise and reward effort and achievements along with the ability to encourage students to become self-reliant and independent learners		x
A good working knowledge of ICT	x	

Personal attributes		
Willingness to extend skills through appropriate training and CPD	x	
Commitment to working within the school's Safeguarding Policy	x	
A passion and desire to drive progress forwards	x	
A strong commitment to the importance of consistency and a willingness to uphold the school's approach and policies at all times	x	
Flexibility to undertake any role within the department	x	
Commitment to high standards and expectations	x	
An ability to adapt quickly to changes	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 3rd July 2026**. 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 September 2026.



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