

True Learning Partnership



Glossopdale School & Sixth Form
HLTA: Inclusion and External Alternative
Provision Recruitment Pack 2025

<https://www.truelearning.org.uk/vacancies>

Welcome to Glossopdale School & Sixth Form, part of the True Learning Multi-Academy Trust

Dear Candidate,

Thank you for your interest in joining Glossopdale School & Sixth Form. Our school is an oversubscribed 11-18 comprehensive secondary school which serves the Glossop and wider 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 are looking for a HLTA: Inclusion and External Alternative Provision 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.

We exist to empower our students to find their purpose, develop high aspirations and thrive, both academically and personally. We provide a knowledge-rich curriculum which exposes students to powerful knowledge, places them on an ambitious pathway and develops the character traits needed as young people and into adulthood. Our core purpose is not merely finite 'success' for our students but our culture and curriculum enables them to thrive – to 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 & Sixth Form, 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 effective learning habits. We communicate and practise these regularly, as both staff and students.

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 & Sixth Form 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.

Kate Smith
Headteacher

Job Description & Person Specification

POST TITLE:	HLTA for Inclusion and Internal Alternative Provision
GRADE/SCALE:	Grade 8
SALARY RANGE:	£29,719 - £31,691 FTE (FIXED TERM UNTIL 31 ST AUGUST 2026) (Actual salary £25,642 - £27,344)
WEEKLY HOURS:	37 (8:15am-4.15pm)
WEEKS PER YEAR:	39
RESPONSIBLE TO:	Assistant Headteacher (Inclusion, Attendance and Alternative Provision)
LINE MANAGED BY:	Inclusion Manager

PURPOSE OF JOB:

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:
 - support students in the THRIVE Centre
 - support THRIVE students in their lessons
 - keep students on task
 - assist students in the understanding of tasks and following instructions in the THRIVE
 - support groups of students extracted from the classroom in carrying out tasks set by a teacher or the Inclusion Manager
 - deliver intervention programmes for targeted groups of students
- 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 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 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. 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 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.

Safeguarding & Child Protection

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 CEO from time to time, up to or at a level consistent with the main responsibilities of the job.

Person Specification

Selection Criteria	Essential/ Desirable	Assessment
Experience		
• 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
Qualifications/Training		
• 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

<ul style="list-style-type: none"> Has demonstrated further professional development through qualifications or training 	E	A/I/R
Knowledge/Skills		
<ul style="list-style-type: none"> Knows and understands how support learning can enrich a student's wellbeing 	E	A/I/R
<ul style="list-style-type: none"> Has good knowledge of what constitutes good support for Looked after Children and DisAd students 	E	A/I/R
<ul style="list-style-type: none"> Has excellent knowledge of how to celebrate good attendance and tackle poor attendance 	D	A/I/R
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Is able to plan, assess, review and evaluate effectively and efficiently 	E	A/I/R
<ul style="list-style-type: none"> Knows when to consult, make decisions and defer to others 	E	A/I/R
<ul style="list-style-type: none"> Is able to meet deadlines 	E	A/I/R
<ul style="list-style-type: none"> Communicates well with and between staff, students and parents 	E	A/I/R
<ul style="list-style-type: none"> Manages their own personal time effectively 	E	A/I/R
<ul style="list-style-type: none"> Is up to date with current research surrounding AP and attendance 	D	A/I/R
Behavioural Attributes		
<ul style="list-style-type: none"> Ability to form a close professional, but caring, relationship with students 	E	A/I/R
<ul style="list-style-type: none"> Sets and achieves challenging professional goals 	E	A/I/R
<ul style="list-style-type: none"> Takes responsibility for their own professional development 	E	A/I/R
<ul style="list-style-type: none"> Can build positive relationships with staff 	E	A/I/R
<ul style="list-style-type: none"> Enjoys seeing young people learn in a positive climate and is committed to ensuring all are supported in making progress 	E	A/I/R
<ul style="list-style-type: none"> Is committed to engaging learners and ensure that they are safe 	E	A/I/R
<ul style="list-style-type: none"> Is reliable and has an excellent record of attendance and punctuality 	E	A/I/R
<ul style="list-style-type: none"> Has a personal impact/presence underpinned by high expectations of achievement and behaviour 	E	A/I/R
<ul style="list-style-type: none"> Is committed, resilient, robust and resourceful and of a reflective focussed and determined disposition 	E	A/I/R
Other		
<ul style="list-style-type: none"> Holds a full driving licence 	D	A/I/R
<ul style="list-style-type: none"> Is willing to give freely of their time in support of young people 	D	A/I/R
<ul style="list-style-type: none"> Has experience of organising events and activities for young people 	D	A/I/R
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Operates corporately, putting their personal needs second to the wider and agreed needs of the school 	E	A/I/R

Key A – Application

I - Interview

R - Reference

Key Information regarding the Application Process

To Apply

Completed application forms should be submitted via My New Term.

Please **do not** include your name when completing your supporting statement.

Only completed application forms will be submitted for shortlisting, CVs will not be accepted.

Key Dates

Closing date for applications: 10am on Friday 12th December 2025

Interviews will take place on: Wednesday 17th December 2025

Benefits

At True Learning Partnership, we're proud to support our staff both in and outside of work. We're committed to your wellbeing, professional growth, and maintaining a healthy work-life balance.

Our benefits package includes a wide range of support and resources, such as wellbeing tools, a confidential Employee Assistance Programme (EAP), learning and development opportunities, and access to discounts on everyday spending and lifestyle services.

Other benefits include;

- Pension Scheme
- Cycle to Work Scheme
- Eye Care Vouchers
- Seasonal Flu Jabs
- Access to free CPD courses
- Strava – True Learning Runners

Safer Recruitment Information

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. Please note if you are shortlisted, an online search will be carried out before interview which may identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with you at interview.

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. 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.



TRUE LEARNING PARTNERSHIP

Trust vision and ethos

We are very proud that Poynton High School is part of the True Learning Partnership Multi Academy Trust. We are currently a group of five schools that aim to provide an excellent education for our children. Our desire is to improve the life chances of all those in our care, we have made it our mission to make a positive difference to our children, staff, parents and the wider community.

Trust Motto

Inspiring the best in everyone

Trust Vision

Together, we build a future where education transforms lives – where every person is valued, supported, and empowered within a strong, caring community to make a positive difference.

Trust Values

ASPIRATIONAL	We encourage everyone to dream big and pursue excellence.
COLLABORATIVE	We work together, valuing diverse perspectives and shared success.
COMPASSIONATE	We act with kindness, respect, and a genuine desire to serve others.
CURIOUS	We foster innovation and a love of learning for all through inquiry and creativity.
INCLUSIVE	We ensure everyone feels valued, supported, and able to contribute fully.

Mission Statement

Our mission is to inspire and empower every individual within our trust to achieve their fullest potential. We are committed to providing a safe, inclusive, and innovative learning environment where compassion and collaboration thrive.

Encouraging high aspirations, courage and curiosity, we equip all members of our community with the skills, confidence, and character to make a meaningful, positive impact in their communities and beyond.

Trust Safeguarding Statement

True Learning Partnership 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. True Learning Partnership fully adopts statutory guidance "Keeping Children Safe in Education" (September 2025).

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.

True Learning Partnership 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

True Learning Partnership Trust Board safeguarding representative is Paul Jarvis. If you wish to contact them, please e mail 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.



TRUE LEARNING
PARTNERSHIP

Contact Us



True Learning Partnership

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