



**TRUE LEARNING
PARTNERSHIP**



Glossopdale School & Sixth Form Teaching Assistant Recruitment Pack

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



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.



TRUE LEARNING PARTNERSHIP

Our Mission

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.



Inspiring the best in everyone

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 seeking to appoint an enthusiastic and supportive Teaching Assistant to join our Learning Support team. The successful applicant will be joining highly skilled and dedicated teachers and support staff.

We require a Teaching Assistant to work with KS3 and KS4 students with specific and/or additional learning needs in order to support their progress and ensure that their barriers to learning are addressed.

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

Salary Range:	Grade 6 - £20,034 - £20,395 actual salary (£26,847 - £27,331 FTE)
Hours:	32 hours per week
Weeks:	39 weeks per year
Contract:	Permanent
Responsible to:	SENDSCO

Job Purpose

- To work collaboratively with colleagues within the subject, supporting students with special educational needs to address barriers to learning.

Main Responsibilities

- Providing input into the planning and evaluation of learning activities for individuals and groups of students to enable the teaching staff to make informed decisions when developing their plans
- Complementing and supporting the work of subject teachers
- Maintaining good communication with teaching staff in order to address specific students' needs
- Adaptation of sessions in line with students' ability, considering any barriers to learning or additional needs
- Teaching methods and questioning which keep students engaged, challenged and improves long term learning
- High expectations of student behaviour, establishing and maintaining a good standard of classroom management and building positive relationships
- Assessment and recording of student progress according to the school and subject monitoring systems
- Monitoring individual students' progress, achievements and development, reporting these to the teaching staff/line manager to inform decisions taken regarding, for example, EHCPs
- Working collaboratively with colleagues within the faculty to produce/adapt lesson plans, schemes of learning and resources
- Liaison with appropriate staff in order to support students' progress and behaviour eg. Teaching Assistants, SENDSCO, Assistant SENDSCO, Year Manager, technicians
- Familiarisation with material to support students with specific needs, for example, One Page Profiles or EHCPs
- Plan, deliver and monitor individual or small group intervention sessions
- Liaising with parents and carers in conjunction with the teaching staff to ensure effective communication concerning students' wellbeing and progress
- Attending staff and other meetings and participate in staff training development work in order to improve practice and consistency of provision
- Other tasks as negotiated / delegated by the SENDCo
- Demonstrate safeguarding standards in all practice

Person Specification

Selection Criteria	Essential/ Desirable	Assess ment
QUALIFICATIONS AND TRAINING		
• Has good academic qualifications	D	AR
• Has demonstrated further professional development through qualifications or training	D	A
• Has level 2 qualifications in English and Mathematics	E	A
EXPERIENCE		
• Experience of working in a school setting/with young people	D	AI
• Experience of teaching/mentoring/tutoring at Key Stage 3 and Key Stage 4	D	AIR
• Experience of working with students with additional learning or behavioural needs	D	AIR
Skills, Knowledge and Understanding		
• Good knowledge of the KS3 and 4 National Curriculum in Maths and English	D	AIR
• Good knowledge of the SEND Code of Practice	D	AIR
• An understanding of how to support the learning of students with specific learning needs	D	AIR
• The ability to communicate effectively orally and in writing to a range of audiences	E	AI
• The ability of build effective relationships with students, parents and colleagues	E	AIR
• Ability to communicate effectively and appropriately with both staff and students, and to be able to prepare reports, profiles and maintain clear and comprehensive records	E	IR
• An awareness of the range of strategies to address the differing needs in the classroom	D	I
• Understands and can demonstrate high standards of promoting literacy and the correct use of standard English within the relevant subject	E	AI
• An understanding of pedagogical approaches	D	AI
• A familiarity with IT and with its educational uses, including data inputting	D	AI
• An understanding of the importance of emotional intelligence in managing oneself and others	E	AIR
• Sets high expectations which inspires, motivates and challenges students	E	AIR
• High quality oral and written skills	E	I
• High quality IT skills in a range of software including Word, Excel, Google Classroom	E	
Personal Skills		
• Ability to maintain professional integrity even when under pressure	E	R
• Excellent attendance and punctuality	E	IR
• Good interpersonal skills and an ability to communicate effectively with a range of audiences	E	IR

• Genuine commitment to and liking for young people, and high expectations for their progress and welfare	E	AIR
• Ability to work as an integral part of a team	E	IR
• Good listener and can draw on advice from colleagues to improve practice	E	R
• Resilience and conscientiousness		
• Ability and desire to work in a high challenge and low threat way	E	R
• Ability to form and maintain positive relationships with students whilst maintaining professional boundaries	E	IR
• Drive and enthusiasm	E	IR
• Makes a positive contribution to the wider life and ethos of the school	E	AR
• Good role model to the students in all aspects of your professional role	E	AR
• Reliable and trustworthy	E	R
• The ability to organise work, prioritise tasks, make decisions and manage time effectively	E	AR
SPECIAL REQUIREMENTS		
• A commitment to ongoing personal development and willingness to undertake appropriate training	E	AIR
• Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people	E	AIR
• Satisfactory Enhanced Disclosures with the Disclosure and Barring Service	E	AIR

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

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.

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: Wednesday 30th September 2026 at 9am

Interviews will take place week commencing 5th October 2026

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.

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.



Contact Us



True Learning Partnership

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W: www.truelearning.org.uk/

E: recruitment@truelearning.org.uk

