

Application Pack

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| Vacancy title: | Higher Level Teaching Assistant |
| Hours: | 32.5 hours per week, 38 weeks per year, term time only |
| Closing date: | 12 noon on Tuesday 12 May 2026 |
| Interview date: | Interviews will be held on Friday 15 May 2026 |
| Salary: | NJC Grade 8 (points 18 - 23) £31,537 - £34,434 pro rata per annum. Actual starting salary £23,482.27 per annum including 6.08 weeks holiday pay |
| Start date: | 01 September 2026 |

We are seeking a skilled and experienced HLTA to work 1:2 with two Year 7 students with EHCPs joining our school in September.

Supporting the SENDCo, you will plan, prepare and deliver learning activities and interventions for two Year 7 students with EHCP's. You will be working 1:2 with these students in lessons and also in overlearning lessons.

With at least 2 years' experience of working in schools supporting students with special educational needs and disabilities, you should be able to engage with students in a positive and effective way. You will be expected to undertake the Level 4 HLTA qualification if you do not already have it.

You will be working as part of our dedicated Learning Support team committed to supporting students' learning in our happy and successful school.

Gillotts aims to maximise achievement through effective and inspiring teaching and support to students, so if you share these values and would like to join this supportive, and high-achieving school, we'd like to hear from you.

Closing date for applications: 12 noon on Tuesday 12 May 2026
Interviews will be held on Friday 15 May 2026

Education has the power to change lives, communities and society for the better. At RLT we believe that we can achieve more for our pupils, trainees, staff and communities by working together rather than alone. Schools in RLT are united by a common belief in the benefits of working together, and by our commitment to shared principles.

OUR VISION is for our schools and SCITT to improve rapidly, continuously and sustainably: to be better faster together.

OUR 'WHY?' is that children and young people 'only get one go' in school and therefore as part of RLT we aim to ensure the best possible 'go' for our pupils.

OUR 'HOW?' is through the highest support and challenge for our schools and each other, underpinned by our principles.

Our employees benefit from a wide variety of support including extensive continuing professional learning and development opportunities, wellbeing and staff networks and access to Defined Benefit Pension Schemes (TPS and LGPS) for all staff. For more information on what it is like to work for the Trust, and the benefits you could access, please see our "[Working in RLT](#)" guide.

This role includes regulated activity relevant to children.

The school reserves the right to consider and interview candidates ahead of the closing date if appropriate. An offer may be made to an exceptional candidate in this instance.

If you would like to have a confidential conversation with Claire Collyer, SENDCo about the role, prior to application, then please email ccollyer@gillotts.org or telephone 01491 574315.

The River Learning Trust and Gillotts School are committed to safeguarding and promoting the welfare of all children and preventing extremism. The Trust is required to conduct a variety of checks and online searches about you as part of their recruitment process in accordance with Keeping Children Safe in Education guidance. It is an offence to apply for certain roles within schools if you are barred from engaging in regulated activity relevant to children.

For all RLT Safer Recruitment Documentation candidates should click on the following link [RLT Safer Recruitment Documents for Candidates](#). Please see our website for up to date policies including our Child Protection and Behaviour Policies.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. For further guidance for applicants click on this link [List of offences that are not filtered](#)



How to apply:

For further details of this exciting opportunity to join a supportive, forward looking and friendly team in a highly successful, happy and popular school, please visit our website at www.gillotts.org.uk.

Completed applications should be submitted through <https://mynewterm.com>. Please note the application form must be completed in full, in all cases. We will only consider a CV as supplementary to a fully completed application form.

May 2026

Dear colleague

Thank you for your interest in joining the staff of Gillotts School.

Gillotts is a very successful comprehensive academy. Academic standards at Gillotts are both high and improving. In 2025, 76% of students achieved the benchmark of grade 5 or above in both English and maths, against a national average of 45%. We achieved GCSE progress results in the top 10% of all schools in 2019, 2022, 2023 and 2024, and are the top performing state secondary school in Oxfordshire in 2025.

Our philosophy is based firmly on the belief that all members of the school community have unique gifts and talents and our task is to help everyone to develop them, not only to raise standards of attainment but also to help students to experience the real joy of learning so that their learning goes on long after they have left school.

Gillotts is part of the River Learning Trust (RLT), a multi-academy trust responsible for 30 primary and secondary schools across Oxfordshire and Swindon, and a school-centred initial teacher training provider (SCITT). The trust's schools are united by our principles and our commitment to working together to achieve excellence in education. Please visit the RLT website to find out more www.riverlearningtrust.org.

Our support staff are a highly motivated, dynamic and committed team. The invaluable assistance they provide underpins the work of the teaching staff in supporting our students' learning. We work together to this end.

Enclosed is a job description and person specification for the position of 1:2 Higher Learning Teaching Assistant within our Learning Support Department. You would be required to deliver learning support for two named students in Year 7 with complex needs, which include difficulties with working memory and retention. You would work 1:2 with these students in lessons as well as planning and delivering subject specific pre-teaching/overlearning and emotional regulation/wellbeing support. This role is subject to funding being agreed by OCC SEND each academic year.

Our Learning Support Department is headed up by the SENDCo and consists of a strong and friendly team of dedicated and caring Learning Support Assistants, who support individual students with their work in the classroom, as well as one Higher Level Teaching Assistant. In addition to proven experience of working with young people, a confident, flexible and cheerful attitude is essential.



Please do not hesitate to contact Claire Collyer, ccollyer@gillotts.org if you would like to discuss the post before submitting your application. Please make clear in your application the ways in which your abilities and experience make you a suitable candidate for the post.

The River Learning Trust and Gillotts School are committed to safeguarding and promoting the welfare of all children and preventing extremism. The Trust is required to conduct a variety of checks and online searches about you as part of their recruitment process in accordance with Keeping Children Safe in Education guidance. It is an offence to apply for certain roles within schools if you are barred from engaging in regulated activity relevant to children.

Successful candidates will be subject to Disclosure and Barring Service (DBS) checks along with other relevant employment checks.

I look forward to reading your application and to welcoming an enthusiastic and experienced colleague to Gillotts.

Yours sincerely

Mark Bedford
Headteacher

Job description

Role: Higher level teaching assistant (HLTA)

Current postholder: N/A

Accountable to: Special Educational Needs Coordinator - SENDCo

Conditions of service: APT&C Grade 8, 32.5 hours per week, term-time only

Objectives:

- to support curriculum delivery and learning of students identified as having complex needs.
- to assist teachers in facilitating effective learning for the students with complex needs.

Main areas of responsibility:

- To plan, prepare, deliver and evaluate agreed learning activities and interventions for individuals or small groups, under the direction of the subject teacher and SENDCo, including the following activities:
 - Develop and prepare effective resources for learning activities in accordance with lesson plans and in response to individual students' needs
 - Provide detailed verbal and written feedback on student responses to learning activities and student behaviour, to teachers and the Learning Support Team
 - Ensure learning activities and interventions are consistent with the Student Profile and/or EHC Plan
 - Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop
 - Use behaviour support strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage students to interact and work cooperatively with others
 - Organise and safely manage the appropriate learning environment and resources
 - Promote and reinforce students' self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance and independence
 - Support the role of parents in pupils' learning and contribute to/ lead meetings with parents to provide constructive feedback on student progress, achievement and behaviour, maintaining professionalism, sensitivity and confidentiality at all times
 - Collaborate with professional or specialist support staff involved in a student's education

- To monitor, record and reporting on students' achievement, progress and development; provide constructive feedback to pupils in relation to their progress and achievement; and assist in maintaining and analysing records of students' progress
- To supervise and provide particular support for the students with complex needs.
- To undertake training and development activities in order to develop an understanding of the specific needs of students needing support and how best to meet them
- To contribute to the development of the Learning Support Team's work and collaborative team ethos
- To undertake any reasonable tasks, as directed by the Headteacher

The duties of the post may vary from time to time without changing the general character or the level of responsibility.

Child Protection *The post holder is responsible for ensuring all county child protection policies are adhered to and concerns are raised in accordance with these policies.*

Health & Safety *All employees have a responsibility to cooperate in promoting and maintaining a safe and healthy working environment, and to take reasonable care of their own health and safety at work and that of all team members for which they have general management responsibility.*

Person specification

Role: Higher level teaching assistant (HLTA)

The person appointed will be the one who most nearly fits this specification.

Qualifications and experience:

Educated to A Level or equivalent

GCSE grade C+/ grade 4+ in English and mathematics or equivalent

HLTA status (desirable, essential that prepared to gain it)

Working in a school for 2+ years, supporting children with special educational needs and disabilities

Teaching individuals and small groups (desirable)

Experience of multi-agency working (desirable)

Suitability to work with young people*

Knowledge and skills:

Relevant policies, codes of practice and legislation including safeguarding

Effective oral and written communication skills

Secure ICT skills

Ability to engage with all students, including management of student behaviour

Ability to organise own time and tasks, with minimum supervision

Ability to communicate effectively with young people and adults

Ability to reflect on and learn from experience

Ability to form and maintain effective professional relationships, including team working

Ability to form and maintain appropriate relationships and personal boundaries with young people*

Personal attributes and attitudes:

Commitment to the values and aims of the school

Willingness to work collaboratively

Energy

Assertiveness

Flexibility

Confidence

Moral courage

Emotional resilience*

* DfES – Safeguarding Children – Recruitment and Selection June 2005

About Gillotts School

Gillotts is a school that takes great pride in its unique identity. It is one of four mixed 11-16 schools in south-east Oxfordshire and its 900 students come from Henley and the surrounding villages. The school occupies a 33 acre site on the edge of Henley-on-Thames, which incorporates a Victorian house as well as extensive grounds, both of which contribute to the school's special character.

Gillotts places teaching and learning at the heart of its development. There is a strong pastoral focus too, recognising that students' well-being is crucial to their learning. Academic standards at Gillotts are both high and improving. In the last GCSEs taken in 2024, 68% of students achieved grade 5 or above in English and Mathematics.

Gillotts however also prides itself on being a welcoming and inclusive community. Its motto – 'non nobis solum' – translates as 'not by ourselves alone' and the sense of teamwork, collaboration and cooperation underpins the life of the school.

Gillotts School became part of the River Learning Trust in March 2025.

Working for Gillotts

As a high-performing school, Gillotts places teaching and learning at the heart of its development. This is underpinned by an in-house CPD programme which allows staff to develop the skills most pertinent to their needs. We are committed to our staff and work in conjunction with the Oxfordshire Teaching School Hub to offer the very best in professional learning for colleagues at every stage of their career.

We recruit staff who:

- Want to be excellent teachers
- Are keen to work together to achieve our shared aims
- Are committed to helping all our young people be the best they can be
- Are reflective practitioners – keen to grow and develop throughout their career
- Are curious about finding creative solutions to tricky problems and building leadership capacity across the whole school

What we will offer:

- **Remarkable behaviour** – we believe in clear routines, appropriate responses and outstanding relationships fuelled by mutual respect and a commitment to excellence.
- **Great curriculum resources** – clear and coherent schemes of work that mean you can spend time thinking about the how rather than the what.

- **Commitment to high quality CPD** – we'll support and challenge you as an individual so you can develop your skills as a teacher rather than feeding everyone the same diet irrespective of their needs and goals.
- **Efficient solutions** – we focus on evidence-based approaches where teacher-time spent is commensurate with student outcomes. This means, for example, that we use methods of feedback that are designed to move learning forward; you should be spending time on things that will make a difference.
- **Staff wellbeing as a priority** – we care about our staff as teachers and as people. Teams work very closely together with a focus on developing practice but also supporting each other in the good times and the bad.

Gillotts is a 'flexible friendly' employee. We will always consider part-time applications, even where a role is advertised as full-time. Teachers are able to go off site during PPA time and all staff have access to up to five days of paid dependant-care leave, and may also attend important events such as sports days. TLRs, paid in full, are generally open to part-time teachers, providing they are in school four days a week.

Working in RLT

River Learning Trust (RLT) is a multi-academy trust responsible for 20 primary schools and 10 secondary schools across Oxfordshire and Swindon, as well as a school-centred initial teacher training provider (SCITT) and a teaching school hub.

We are united by our principles and our commitment to working together to achieve excellence in education.

There is something special about people who work in RLT – they care passionately about what they do, strive to deliver excellence, and enjoy coming to work and making a difference to the lives of children and young people.

At River Learning Trust we:

- Have a core principle of 'respectful relationships'. We act with care, integrity, and fairness. We value the health and wellbeing of all staff
- Work with each of our schools to support high quality continuous professional development and learning
- Want you to stay and grow with us. Our schools offer great opportunities for supporting different career paths. Career progression through the trust is something we aim for

Vision, values and strategic aims

Non nobis solum – Not by ourselves alone – Kindness, respect, living without harm

Vision

Gillotts is a high performing school where every student is valued as an individual, and is supported and encouraged to achieve their potential. We pride ourselves on being inclusive of all, developing young people who make a positive contribution to society now and in their future lives.

Values

Dedication to learning

We thrive as learners, embracing challenges and thinking hard. Our rich and broad curriculum, delivered through expert teaching, enriches students' lives. We support everyone, students and staff, to be the best they can be.

Respect and kindness

We treat our students, families, staff and wider community with respect and kindness – modelling our values and wanting the very best for each other.

Integrity and trust

We put ethical leadership at the heart of our work, serving our community with fairness and honesty.

Vision for the medium term

Gillotts School is proud of its identity and proud of its successes. We believe in achievement for all and want to secure the best outcomes for all our learners, without exception. We want to continue to raise students' expectations of themselves, ready for the challenges ahead.

Teaching and learning are at the heart of this school. We know that 'learning is the residue of thought' and as such see the following as the key strategies for ensuring that learning happens:

- secure attention;
- communicate clearly through modelling and explanations;
- drive thought through practice;
- seek and give feedback in order to adapt teaching to need.

These strategies rest upon well designed curricula which provide both access and challenge.

We will continue to place a high priority on continuous professional development (CPD), not because our teachers are not good enough, but because they can be even better. The CPD curriculum is research informed and planned in the light of internal evidence, as such it is responsive to need whilst also driving practice forward strategically. It is built on the Education Endowment Fund (EEF) mechanisms for effective CPD. We strive to ensure that all teachers receive valuable, frequent, actionable feedback on their teaching and are supported in their development.

We will build on our outstanding curriculum, underpinned by a deep understanding of student progress and a commitment to developing the wider skills valued by higher education and employers. Our curriculum will give learners the knowledge and cultural capital they need to succeed in life, whatever their starting point. Knowledge underpins and enables the application of skills – we see knowledge and skills as intertwined.

Seamless, embedded access to IT supports interaction, collaboration and feedback. We will break down the artificial boundary of the limits of the school day to support the integration of students' learning in school, at home and on the move. We will support students to be confident and reflective users of technology, in preparation for their adult lives.

Our motto, “Not by ourselves alone”, will continue to underpin an ethos centred on the core values of kindness, respect and living without harm. We know that students will only thrive in their learning when their basic needs are met and we will continue to work towards this goal, through our extended team which offers outstanding pastoral care and by maintaining and developing our partnerships with external agencies who can provide specialist care and support. We will continue to develop the support we offer to parents to enable them in turn to support us as they work alongside their children.

We have an inspirational site – 33 acres with extensive woodland, on the site of the local manor house, parts of which (including two associated cottages) remain. The school is set on the fringes of the town with extensive views across the Thames valley. We want to use the stunning environment to help excite and inspire students and staff to move the school's performance to the next level, making it an outstanding place to study and work with results securely in the top 10% of schools nationally.

We will build on our success as a highly inclusive and integrated community by enhancing the opportunities for interaction and engagement with the school beyond the planned curriculum, encompassing students' social time within the school day and enhancing opportunities for the use of the school site by the community.

Redeveloping the school environment will enable us to achieve all this by allowing us to maximise the potential of the site and supporting a more sustainable future. It will support us to meet the

challenges we face by ensuring we have buildings that are fit for purpose and so allow us to focus on our core priority of continuously improving outcomes for all our young people.

Strategic aims

The primary function of the school is to serve its students and the local community in the best possible way. Bearing this in mind, together with the overall target of being an outstanding school, the Governing Body and the School will work together:-

Primarily (Aim 1):

- **To maximise achievement through effective and inspiring teaching**

And:-

Aim 2

- **To maintain a distinctive curriculum offer tailored to the needs of our students, ensuring that 21st century technology is used effectively to support teaching and learning**

Aim 3

- **To promote personal development by the provision of outstanding support and guidance**

Aim 4

- **To provide a sustainable built environment fit for the purpose of 21st century teaching and learning**

Aim 5

- **To promote Gillotts' position as Henley's first class community school, within the framework for collaboration provided by being part of the River Learning Trust**

This document was adopted at a meeting of the Governing Body on 2 December 2025. It is reviewed annually.

Catharine Darnton
Headteacher (until March 26)

Emma Hunt
Chair of Governors

Safeguarding Children

It is the responsibility of all staff to promote and safeguard the welfare of children and young persons for whom s/he is responsible or with whom s/he comes into contact, and to adhere to and ensure compliance with Gillotts School's Child Protection Policy Statement at all times. If in the course of carrying out duties the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school s/he must report any concerns to the school's child protection officer or to the Headteacher.

Gillotts is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).

Online searches

For all shortlisted candidates, we will carry out an online search as part of our due diligence. The reason for the check is to identify any concerns with suitability to work with children and keep them safe. The search will be carried out by the school's HR Manager and they will only pass on information to the panel that may need to be explored at interview.

A search will be carried out using a search engine using the candidate's name, location and current employer. The purpose of the search is to identify any concerns about a candidate, with a focus on recent time.

Living and working in Henley on Thames

Henley-on-Thames is a pretty riverside Oxfordshire market town, on one of the most beautiful stretches of the River Thames, in gently wooded, rolling countryside. With a population of 10,000, it is an hour west of London and close to the M4 (Junction 8/9) and M40 (Junction 4). The town has a variety of restaurants, cafés and pubs as well as high street shops and specialist retailers, excellent schools and leisure facilities.

Henley has a reasonable public transport network, with trains running directly to Paddington at peak times and a good bus service in and around the town. There is a variety of accommodation available to buy or rent in Henley and the nearby towns of Reading, High Wycombe, Maidenhead and Oxford.

Henley is dedicated to maximising its riverside location and has an international reputation for the world's greatest rowing regatta. The town also hosts the Henley Festival, and the 80's music festival Rewind.

Gillotts School is situated adjacent to Henley Leisure Centre, which offers discounted membership for Gillotts staff.