



**TRUE LEARNING
PARTNERSHIP**



Glossopdale School & Sixth Form Specialist Teaching Assistant – Numeracy & Maths 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 looking for a specialist teaching assistant to support our learners in Maths and with numeracy. This role involves working with students both in the classroom and in intervention session, both in groups and one-to-one.

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 enable 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

Job Title:	Specialist Teaching Assistant – Numeracy & Maths
Grade:	8
Salary Range:	£22,177 - £23,648 actual salary (£29,719 - £31,691 FTE)
Contract:	Fixed term for 1 year
Hours per Week:	32 hours
Working Weeks per Year:	39 weeks
Start Date:	September 2026 (ASAP)
Line Managed by:	DHT Curriculum
Key Relationships:	SENCo, Curriculum Leader Maths, Deputy Curriculum Leader Maths
Liaising with:	Specialist TA team, Maths teachers

Job Purpose

- Work under the direction of the DHT Curriculum to enhance the learning of students requiring targeted or specialist support for literacy and English
- Work within the learning support team to ensure that identified students access a broad and ambitious curriculum, in line with the whole-school intent, where possible

Main Responsibilities

- Identify learning gaps and work with teachers and leaders to shape a bespoke intervention programme for identified students to complement the work of subject teachers.
- Liaise with appropriate staff to support students' progress and behaviour for example Teachers, Teaching Assistants, SENDCO, Assistant SENCO, Year Managers
- Maintain good communication with teaching staff to address specific students' needs
- Use and contribute to personal plans to support students with specific needs, for example, One Page Profiles or EHCPs
- Work collaboratively with colleagues to produce/adapt lesson plans, schemes of learning and resources to support targeted students in and out of lessons
- Plan and deliver targeted, specialised intervention sessions with clear learning objectives
- Use clearly structured teaching and learning activities to interest, motivate and challenge students to advance their learning
- Implement effective learning and support strategies for students requiring targeted or specialist support for literacy and English
- Maintain high expectations of student behaviour, establishing a good standard of class management and building positive relationships
- Support students by addressing gaps and misconceptions in their learning

- Coach students who experience difficulties in organising themselves or their learning
- 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
- Provide written and verbal feedback to students that supports identified students in making accelerated progress
- Assess and record student progress according to the school monitoring systems
- Adapt sessions in line with students' ability, considering any barriers to learning or additional needs
- Prepare identified students for internal assessments and external qualifications where appropriate
- Act as a link adult for a case load of students with an EHCP, working with the student directly, their family and with staff across the school to ensure the smooth implementation of their provision
- Liaise with parents/carers, celebrating successes and reporting on the next steps for progress
- Attend meetings needed to contribute to the progression of identified students, for example parents' evenings, team meetings, parent meetings, RAG meetings, inclusion meetings
- Use ICT to advance students' learning and use common ICT tools within the role, for example to facilitate lessons using remote learning technology, or use online platforms to support learning
- Carry out student supervision duties, as directed by line or day-to-day management, for example in the inclusion base
- Regularly review practice, set personal targets and take responsibility for personal development
- Undertake other relevant tasks as negotiated / delegated by the line manager to support identified pupils
- Demonstrate safeguarding standards in all practice

Person Specification

	Essential/ Desirable	Assessment
Qualifications, Training and Experience		
Has Level 2 (or equivalent) qualifications in English and Maths at at least a grade 4 (or equivalent)	E	A/I/R
Holds a qualification in specialist support for students	D	A/I/R
Has demonstrated further professional development through qualifications or training	D	A/I/R
Has experience of working in education	E	A/I/R
Has experience of working with students with SEND individually or in small groups within the specialist area	D	A/I/R
Has experience of leading and delivering interventions /qualifications	D	A/I/R
Has demonstrated personal effectiveness in improving the quality of student achievement	D	A/I/R
Has experience of liaising with teachers about the achievement of students	E	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
Knowledge/Skills		
Understands the Special Educational Needs and Disability Code of Practice or has a clear desire to develop this understanding further	E	A/I/R
Knows and understands what constitutes high quality student support	E	A/I/R
Knows and understands how supporting learning can enrich a student's wellbeing and achievement	E	A/I/R

Is able to plan, assess, review and evaluate provision for individual and small groups of students effectively and efficiently	E	A/I/R
Is able to prepare reports, student profiles and maintain clear and comprehensive records of interventions	E	A/I/R
Has a good standard of numeracy and literacy	E	A/I/R
Is able to use IT to support students and in their own work	E	A/I/R
Knows and understands how to celebrate good attendance and tackle poor attendance	D	A/I/R
Personal Attributes		
Able to form a close professional, but caring, relationship with students	E	A/I/R
Sets and achieves challenging professional goals	E	A/I/R
Takes responsibility for their own professional development	E	A/I/R
Build positive relationships with staff and parents	E	A/I/R
Enjoys seeing young people learn in a positive climate and is committed to ensuring all are supported in making progress	E	A/I/R
Is committed to engaging learners and ensure that they are safe	E	A/I/R
Is reliable and has an excellent record of attendance and punctuality	E	A/I/R
Has a personal impact/presence underpinned by high expectations of achievement and behaviour	E	A/I/R
Knows when to consult, make decisions and defer to others	E	A/I/R
Is able to meet deadlines	E	A/I/R
Communicates well with and between staff, students and parents	E	A/I/R
Manages their own personal time effectively	E	A/I/R
Is committed, resilient, robust and resourceful and of a reflective focussed and determined disposition	E	A/I/R
Is a role model through demonstrating the highest standards of professional conduct, optimism and a solution focussed approach	E	A/I/R

Assessed by: A = Application form I = Interview R = References

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: 11th September 2026 at midday

Interviews will take place in the week beginning 21st September 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

