

HLTA Reading

Application Pack

The Hathaway Academy

Grays, Essex

RM17 5LL



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Welcome from the Chief Executive

Thank you for your interest in joining Academy Transformation Trust. Choosing the right next step in your career is an important decision, and I am delighted that you are considering doing so with us.

At ATT we are driven by a simple but profound belief: every child can and should become capable, competent, and confident. Our purpose is to transform lives through education, and our strategy, ATT2030, sets out how we will achieve this for every pupil, every colleague, and every community we serve.

We know that people are at the heart of everything we do. Our trust thrives because of the talent, dedication, and values of our colleagues. If you choose to join us, you will become part of a high-trust, high-accountability organisation where principals are empowered to lead, colleagues are supported to grow, and everyone is united in the moral purpose of education.

We are ambitious for our pupils and ambitious for our people. Across the trust you will find a culture of collaboration, professional excellence, and deep care for one another. We celebrate hard work, integrity, and teamwork, and we create opportunities for everyone to flourish.

I wish you every success with your application. Whether or not you go on to join us, I hope you will recognise that ATT is a community committed to excellence, to belonging and becoming, and to ensuring that all of us – pupils and adults alike – leave more capable, more competent, and more confident than when we arrived.

With best wishes,



Mark McCourt
Chief Executive Officer



About Academy Transformation Trust

At Academy Transformation Trust (ATT), our ambition is that every person who passes through our schools and colleges becomes an educated person – able to take a rightful place in the community of educated people and to join what Robert Maynard Hutchins called “the Great Conversation.” An ATT education stresses history, the scientific mode of thinking, the disciplined use of language, a wide-ranging knowledge of the arts and religion, and the continuity of human enterprise. We aspire for everyone, regardless of their starting point, to leave us capable, competent, and confident.

Our Values

ATT2030 sets a values-driven culture that is explicit about how we work and lead:

- **Belonging & Becoming:** we meet each child where they are and refuse to leave them there – giving them both roots and wings.
- **Integrity & Excellence:** we act ethically, celebrate excellence, and pursue high standards in all that we do.
- **High Trust, High Accountability:** decision-making sits close to pupils and communities; principals are trusted as strategic leaders; the central team acts as expert partner; accountability is professional, dialogic, and focused on learning and improvement.

Our Three Goals

Everything in ATT2030 is organised around three interlinked goals that describe the kind of people – pupils and adults – we are forming:

- **Capable:** equipped with the knowledge, skills, and emotional readiness to perform to a high standard, adapt to change, and contribute meaningfully.
- **Competent:** possessing the knowledge, habits, and judgement to get things done – well, reliably, and independently – handling setbacks and making steady progress.
- **Confident:** feeling safe, happy, and known – secure enough to take risks, speak up, and grow with purpose and integrity.



Our Nine Aims (by 2030)

These goals translate into nine aims that define success for ATT by 2030:

Capable

1. Professional Excellence – skilled professionals delivering consistently high standards.
2. Fluent Learners and Thinkers – confident, curious learners fluent in communication and technology.
3. Multiple Pathways to Success – diverse routes that recognise varied talents and passions.

Competent

4. Purposeful, Knowledge-Rich Learning – rigorous, meaningful learning that enriches lives.
5. Unwavering Focus – purposeful use of time and energy on what matters most.
6. Strength Through Challenge – resilience built by tackling challenge and learning from it.

Confident

7. Valued and Empowered Individuals – everyone known, valued, and supported to be their best.
8. Leading with Integrity, Celebrating Excellence – values-led leadership and cultures that recognise excellence.
9. Moments That Shape Us – deliberate rites of passage and significant experiences that foster growth and self-discovery.

Our Approach to Working Together

We are building a high-trust, high-accountability organisation. Principals are empowered as strategic leaders of their academies; the central team provides expert challenge, support, tools, and evidence; accountability is reframed as professional dialogue aimed at continuous improvement, not blame. This is how we ensure that every child leaves us capable, competent, and confident.



The Hathaway Academy is part of the Academy Transformation Trust family of academies.

Rated as 'Good' by Ofsted in June 2024, at Hathaway we aim to change the aspirational horizon of our pupils and their community. Everything that both our pupils and staff do will be done to ensure that through engagement, purpose, and self-worth pupils will be the very best they can be.

The balance of academic excellence and personal development opportunities underpins our high aspirations and provides pupils with the skills and confidence they need in their future journey.

We offer a personalised and engaging curriculum, which will develop pupils into becoming thinking, articulate, responsible and successful citizens. This is supported with a wide and varied enrichment programme that not only supports academic progress but also supports character development.

We have a number of partnerships with organisations in our community including the Duke of Edinburgh and West Ham United.

To find out more, please visit: <http://hathawayacademy.attrust.org.uk>





Job Description

HLTA Reading

Role:

To work under the guidance/instruction of designated senior staff to undertake work/care/support programme within the Library, and on occasions classrooms, to enable access to learning for pupils and to assist the academy in the management of pupils.

Key Responsibilities:

Support for Pupils

- Supervise and provide support for pupils, including those with special educational needs, ensuring their safety and access to learning activities.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.

Purpose of the role:

Support for the Academy:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the academy.
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required, within normal contractual hours
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Other such duties as commensurate within the grade in order to ensure the smooth running of the Academy.

Library Duties:

As HLTA Reading Lead, the successful candidate will work within The Hathaway Academy, working to instil a love of reading in pupils and to raise the standards of reading ages throughout the academy.

- Organising and managing the Library, ensuring its effective use by classes, groups and individuals.
- Selecting, acquiring, organizing and promoting Library resources and ICT to support teaching and learning throughout the academy.
- Ensuring equality of access for all pupils and staff to high quality learning resources.
- Recruiting pupil library assistants in liaison with the Pupil Leadership Lead, supervising and training them and rewarding their achievements.
- Monitoring and evaluating the effectiveness of the service provided by the Library and its impact on teaching and learning.
- Supervising pupils using the Library for independent study and maintaining a welcoming, supportive atmosphere conducive to positive learning experiences.
- Supporting and advising staff and pupils in the selection and use of information resources to support their curricular and leisure needs.
- Promoting reading and enjoyment of reading in all its forms.
- Promoting and publicizing the services provided by the Library to the whole academy community.
- Working and supporting pupils in the Library to develop a love for reading and improve reading ages.
- Assist pupils to complete their home learning in a home learning club within the Library.
- To issue books and to discharge and shelve returned books.
- To assist teachers in selecting books and other learning materials to resource their curriculum.
- To organize events and activities to promote reading and encourage library use.
- To undertake Library administration, to maintain student borrower records and other statistical records, management of requests and reservations and notification of over-dues.
- To maintain library stock, including any collections of relevant newspaper and periodical articles or other ephemeral materials, in a fit condition for use.
- To prepare new books and other learning materials for library use, including cataloguing and classification and to repair damaged books where appropriate.
- To maintain a safe and stimulating library environment, including both supervising pupils' use of the library and creating displays etc.
- Assist pupils to make effective use of the library and other information sources by advising them on the selection and use of books.

The job description is not intended to be an exhaustive list of all the duties and responsibilities that may be required. The jobholder will be expected to carry out such professional tasks as are commensurate with the duties and responsibilities of the post as directed by the Principal.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the postholder before and changes are implemented.



Person Specification

HLTA Reading

	Essential	Desirable	How will this be demonstrated
Professional Qualifications and learning	<ul style="list-style-type: none"> Right to work in the UK. GCSE Mathematics and English (Grade C/4 or above). Strong Literacy and Numeracy skills 	<ul style="list-style-type: none"> A Level or equivalent qualification. Basic first aid qualification. Level 3 Teaching Assistant qualification or willingness to obtain. 	<ul style="list-style-type: none"> Application Form/Checking and Original Copy evidence
Experience	<ul style="list-style-type: none"> Experience of working with young people. Experience of delivering activities and sessions for young people. Experience in use of all Microsoft IT platforms e.g. Excel. Awareness and understanding of best practise to ensure safeguarding and child protection. Experience of working as part of a team and liaising with colleagues. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Knowledge that supports the role	<ul style="list-style-type: none"> Strong written and oral communication skills. Good administration and ability to keep highly organised and work efficiently and effectively even when demands of the job are high. Able to establish good working relationships. An understanding of the importance of confidentiality and discretion. Knowledge and understanding of the secondary phase of schooling and a range of related subjects. Ability to work independently. 	<ul style="list-style-type: none"> Knowledge of the curriculum at KS3 and KS4. 	<ul style="list-style-type: none">
Expectations of Role	<ul style="list-style-type: none"> Genuine passion and belief in the potential of every pupil. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

	<ul style="list-style-type: none"> • Resilience. • An enthusiasm for working with young people • Helpful, positive, calm and caring nature. • Able to follow instructions accurately but make good judgements and lead when required. • Be prepared to work flexibly. • Be motivated to continually improve standards and achieve excellence. 		
Other requirements	<ul style="list-style-type: none"> • Commitment to be equality of opportunity and the safeguarding and welfare of all pupils. • Self-motivated. • Willingness to undertake training. • This post is subject to and Enhanced DBS and Barring Service Check. 	•	•



Recruitment & Selection

You can expect the following from the Recruitment & Selection process:

Prior to Interview

- Adverts & Candidate packs that give the full detail of the role (responsibilities, pay, development etc)
- A point of contact for the vacancy within the Trusts recruitment team to advise on each step of the recruitment process
- A full and comprehensive vetting process, that meets and exceeds the requirements of Keeping Children Safe in Education 2025 [Keeping children safe in education 2025](#)
- An applicant tracking system that allows you to enter details with ease and receive updates to the progress of your application and or pre-employment checks
- Selection for Interview based upon the Job Description and Person Specification

Interviews

- The opportunity to prepare with enough notice for interview processes
- A meet and greet at the place of work (Academy or Office) with members of the panel. If the Interview is held on Teams an opportunity to meet at later date
- The opportunity to ask questions and have a full interview with discussion around the role

Following the Interview

- You will receive notification as to whether you were or were not successful
- You will be given an opportunity to obtain feedback
- If successful further safer recruitment checks will take place
- You will receive a conditional offer of employment and contracts of employment will not be issued until all checks are received and are satisfactory

Induction

- You will receive a Trust Induction and a localised induction which will give you further information on policies, process and procedures that impact your role
- You should expect regular opportunities to meet with your line manager to address any issues or concerns you may have or to plan any required training you may need
- You should expect to have all the equipment you need to begin your role
- You will have access to the Trusts benefit platform VivUp from day one of employment



What is our Institute?

Our ATT Institute is the cornerstone of ATT colleague professional development for all roles and career stages, bringing the best development opportunities from accredited courses to one off training sessions. All our courses are evidence-based and facilitated by extremely knowledgeable professionals, so we know that all our colleagues receive the best training available. Our offer is designed and delivered by a group of expert colleagues with the needs of all our stakeholders in mind. Whatever your current role and aspirations, there will be something in our offer to support you in reaching the next step of your career journey

Personal Development (PD) Opportunities for our Colleagues

Our Academy Transformation Trust Institute (ATTI) has a suite of training opportunities and professional development pathways across all our directorates: Education, Finance, Governance, Trustees and operations.

These are promoted internally via our dedicated SharePoint and directed communications, and externally via the [ATTI webpage](#). Our ATTI offer is continually evolving to meet the ever-changing professional development needs of our colleagues and includes a range of accredited courses and bespoke training opportunities.

Strategic Collaboration

Collaboration is essential to the continued improvement of our academies and colleagues. We create a culture of collaboration through our professional networks and enable colleagues to drive our Trust priorities within their domains of expertise





Applying:

For all our Trust Vacancies, please follow the link here: [Vacancies - Academy](#)



Status:

37 hours per week
38 weeks per year, term time only

Salary:

NJC Salary Scale Point 11 - 15
£24,195 – £25,772 Actual Salary per annum
£28,871 - £30,753 FTE Salary per annum

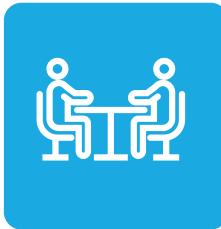
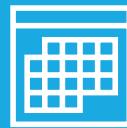


Closing Date:

Friday 13 February 9:00am, we may close the vacancy earlier if we receive sufficient applications. Early applications are strongly encouraged.

Start Date:

As soon as possible



Interviews:

We will be conducting interviews on an ongoing basis as applications are received.

We utilise an application tracking system which will require data from you in order to complete the application process. If you are struggling to access this system or wish to have an informal conversation regarding the role, please reach out to the contact on the advert and they will be able to support you.



Academy Transformation Trust

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