

Gloucestershire Hospital Education Service
Outpatient Team
County Offices
St George's Road
Cheltenham
GL50 3EW
email: ghes@gloucestershire.gov.uk

Phone: 01242 532363

GHES Teaching Assistant (HLTA role) – June 2026 – part-time (3 or 4 days per week) TTO

Many thanks for your response to the advert for HLTA role within Gloucestershire Hospital Education Service (GHES).

Our Mission

We are dedicated to transforming the learning experience for young people with mental and physical health needs whilst they are unable to attend their main school.

We provide education and support, tailored to each student's unique challenges.

We champion resilience, academic success, and overall well-being, ensuring that all students can thrive both academically and personally.

Our Vision

To provide an inclusive, nurturing and high-quality education that is flexible and responsive to each student's needs, empowering all to thrive both academically and emotionally.

Our Core Values

Nurture – We see and nurture every child's unique qualities.

Confidence – We build confidence and self-esteem so everyone can flourish.

Determination – We are determined to remove barriers to enable students to thrive and achieve.

Care – We educate with care and empathy.

Safe – We provide an environment that allows everyone to feel safe.

GHES is here to support any young person in the county who is medically too unwell to attend their main school from YR to Yr11. Admissions come to GHES through two routes – either from the main

school through a S19 referral, or direct from a medical practitioner. We also have a team of teaching staff based at Gloucester Royal Hospital, and we provide educational support and provision for pregnant schoolgirls/school-aged mothers

We are looking for 2 x HLTAs (one full-time and one part-time) to join our existing TA team. From next academic year we will have two venues that students come to – one in Cheltenham, the other in Gloucester. This is really exciting for GHES as we are expanding our provision and offer – hence these roles. Whilst we will most likely have one venue any HLTA works from for the majority of the time, there will be an expectation of being flexible to work from either site as required when there is a need.

More about what we do:

Whilst we work with all ages, the majority of our referrals are for KS4 students, mostly with poor mental health - we are increasingly seeing more students with general anxiety, low confidence, school-based anxiety, those whose love of learning or coping strategies for dealing with a mainstream environment has diminished or who have experienced trauma. Regardless of the illness, all of the students with us will also experience some isolation and so our classroom space for students is essential not just for learning but for creating opportunities to socialise, develop skills and resilience, and can ultimately provide a stepping stone to being back in their main school environment or other setting.

Due to student numbers the vast majority of our academic lessons are through live online lessons with our team of teachers. Where needed we still teach in the home and can provide individual lessons, but increasingly this is not the norm. Making the classroom space and time when they come to be with others even more important.

Student numbers change on a weekly basis as we accept new students and see others reintegrating back into their setting.

Amongst our teaching team we have a core of teaching staff that are mostly secondary specialists – English, Maths, Science, Art and PSHE. We have a separate primary team of teachers and the offer for those students looks quite different. We then have a Pastoral Team to support every child and family, alongside our support staff team.

More about the role and what we are looking for:

The role is fundamentally about enabling student learning in their lessons as well as the essential general student focused support when they come on site.

Providing support for the students that come in, along with support for our teaching staff in delivering outstanding lessons is the prime aim.

The majority of our students join us with big gaps in their foundational knowledge and skills. Part of this role will be to deliver intervention strategies on an individual or small group basis, to fill these gaps, to enable them to better access the academic curriculum. These may be in reading, comprehension, numeracy, handwriting, reading fluency strategies.

We consider all of our students as vulnerable by the very nature of their illness and the isolation they can experience whilst they cannot attend their main school. Over 60% of our students have identified SEN needs in addition to their current ill health.

Anyone appointed needs to have an excellent understanding of supportive communication strategies alongside thrive approaches that can support young people. Experience or knowledge of strategies or interventions linked to EBSA and ELSA would be advantageous for anyone applying but we can provide training on this.

Please read the job/person specification for more specific details of the role.

Working Arrangements

The role is being advertised as a term-time only role, on a part-time basis – 3 or 4 days per week, one of which needs to be a Wednesday.

GHEs is a service within Gloucester County Council GCC so employment with us is through them.

Pay and conditions: this role is advertised as Grade 6, The full-time role would be 37 hours per week, term-time only, so please factor in pro-rata salary for 3 or 4 days when calculating your anticipated salary.

Induction of new staff

The successful candidate can expect a fully supported induction programme. This includes:

- All aspects of safeguarding training,
- Shadowing every role: case managers, link tutors, administrative staff and teaching staff. We believe it is important that everyone understands their role in the team to support the education and development of the young people we work with.
- Getting to grips with all of our ICT systems.
- Gradual handover and support from our experienced team of staff who have been leading on exams alongside their other duties.

We don't throw you in at the deep end and would expect the first 2-3 weeks to be very much getting to grips with everything we do at GHEs.

Staff Wellbeing at GHEs

The induction to GHEs is just the start of how we support all of our staff here at GHEs. The wellbeing of staff is paramount to maintaining a successful and forward-thinking service and an outstanding learning environment. GHEs recognises that our staff are our most important resource and are to be valued, supported and encouraged to develop personally and professionally within a learning and caring community. Support for staff's wellbeing needs to be personalised and bespoke to meet the specific needs of staff as these arise. When staff are happy, motivated and purposeful in their approach this will have a huge positive impact on the wellbeing and achievement of learners.

To support all of our staff we have the following in place:

- Clear policies and procedures are in place to support and safeguard staff, e.g Menopause, Home Visit, Equality policies
- Job descriptions and person specifications to ensure staff members know what is expected in their role and the right person is recruited where vacancies exist
- Continuing professional development opportunities and supportive performance management processes
- All line managers have an open-door policy and regularly check in and meet with colleagues
- Mental health & wellbeing is part of staff induction
- Ongoing professional support, e.g case reviews, teaching & learning reviews, link tutor/case manager meetings
- Non-contact time for all staff on Wednesday afternoons; allowing staff to meet and carry out admin / leadership responsibilities
- Regular team meetings; mix of face-to-face and online
- Flexible working patterns
- Introduction of Wellness Action Plans so line managers know how best to support staff and what reasonable adjustments may support
- Annual wellbeing surveys to understand the areas of work-life that have a negative effect on wellbeing
- Reflective supervision accessible to all staff
- Referral and signposting to external sources of support where necessary, e.g Occupational Health, access to the Employee Assistance Programme that provides free, confidential counselling and advice for employees, available 24/7
- Staff WhatsApp group; one to share work related issues and one for more informal chat
- Staff book group
- Social events

If after reading this you would like to consider applying please do fill in an application form for us (not the CV section).

It is really important to not only state your experience and impact on students you have worked with, but to **explain why you are choosing to apply to work at GHES**. Ensure you include relevant experience that would support your application for working within this alternative provision sector, and cross-phases.

Further information can be found on our website including all statutory policies:

www.gloucestershire.gov.uk/ghes

Yours sincerely,



Beth Warren

Head of Gloucestershire Hospital Education Service



