

# *Creating the Future*



**Thorpe House School**  
Gerrards Cross | est. 1923

# WELCOME



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Leading Independent school based in Gerrards Cross, Buckinghamshire.

Our Thorpians have gone on to be leaders, entrepreneurs, scholars, athletes and artists, to name but a few. Whatever the future holds for our boys aged 3-18 (plus girls in the Sixth Form), we support, challenge and empower each unique individual to explore their passions, develop their talents and fulfil their ambition.

Our new co-educational Sixth Form in the heart of Gerrards Cross, offers young men and women first class teaching with an emphasis on academic achievement, the development of key life skills, leadership and exploration, extended pastoral care, and bespoke university and careers guidance.

Kindness, compassion, respect, politeness, and resilience are all part of 'The Thorpe Way'. The School invests a high level of care and attention in every pupil and instils a love of learning. It has a caring family atmosphere, with a welcoming staff who work closely in partnership with parents to ensure that the child achieve their best. Excellent teaching, small class sizes by design and a learning environment where students are known by their teachers, guarantees the best opportunity for each pupil to fulfil his potential.

The staff are committed to providing the boys with the guidance and support their need to succeed.

# Creating the Future

## *Our* HISTORY



Steeped in history, the School was founded in 1923 by Cyril Averill. Originally sited in Queensway, the School moved to its present site in 1925. The former Poet Laureate, Sir John Betjeman, was for a time the School's Master in Charge of Cricket. The Pre-Prep was established in 1964 and in 1985 the School became a Charitable Educational Trust. In 2006, with great success, the School extended its age range to 16.

In 2023/24 the School marked its centenary and welcomed Year 12 pupils into its new co-educational sixth form in September 2024.

## *Our* LOCATION



Gerrards Cross is a wonderful place to live and work. It has an abundance of green space for cycling and walking, notably the beautiful Gerrards Cross Common. The town has a friendly community feel and it is consistently rated as one of the most sought-after locations close to London. The centre of London is only a 20-minute train journey. The Chiltern Railway also serves Aylesbury, High Wycombe, Bicester, Stratford-upon-Avon and Birmingham.



## *Pastoral Care*

It is very evident that positive relationships exist between all members of the School community. Every child is made to feel that they are an important member of the School, allowing their learning to flourish and an independence of thought to grow within them. The staff are committed to doing the very best for the students in their care; all pupils feel valued. Pastoral care at Thorpe House is excellent, and the students know that their teachers demonstrate concern for them and readily listen to their views.

## *Aims*

The School aims to educate and develop each pupil to the highest standard. When a boy leaves Thorpe House, the School is determined that he has the attributes to be a curious, independent and creative learner. The School encourages students to become risk takers who can reflect upon their ideas and use them to problem solve. Thorpe House School students have well-developed personalities, are self-confident, and show consideration for others. The School strives for its students to be culturally aware, spiritually fulfilled, and content with life whilst retaining a high self-esteem and a positive regard for themselves.



## *Governance and Leadership*

The School is administered by dedicated and hardworking trustees who have a clear understanding of the School; they work hard to ensure that the School stays true to its ethos. They offer a wide range of effective skills to support the Head and the School. As a result, the School benefits from outstanding leadership. A clear and well-communicated vision for the future is supported by the Governing Body and a committed Senior Leadership Team. All those involved at the School aim to create a caring, learning environment for the boys. The Senior Leadership Team currently comprises the Headteacher, Deputy Head, Director of Studies, Head of Lower School, Head of Sixth Form and Finance Manager.

# Our SECTIONS

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At our Prep School, academic excellence is at the heart of a tailored curriculum from Nursery to Year 6. We combine classroom learning with practical experiences, including Forest School, swimming, games, trips, and a broad co-curricular programme. With personalised learning and a focus on wellbeing and belonging, we aim to inspire a lifelong love of learning and prepare pupils for future success.



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As students transition from prep to Senior School, the aim is to create an environment where every pupil's academic needs are met, challenged and stretched on a daily basis. We want all pupils to realise not only their level, but also to appreciate what the next steps are and ensure that they are motivated to take those steps.

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As they move through Senior School, we provide excellent teaching in a small school environment, preparing the students for tomorrow's world and their next step in education. We seek to challenge, inspire and inculcate a lifelong love of learning whilst also developing the key attributes of intellectual curiosity, independent thinking and learning, resilience, respect and leadership.



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In the heart of Gerrards Cross, our Sixth Form offers young men and women access to first-class teaching, with an emphasis on academic achievement, the development of key skills, leadership and exploration, extended pastoral care, and bespoke university and career guidance.



# JOB DESCRIPTION

## Higher Level Teaching Assistant (HLTA) - Upper School (Y7+)

Required for February 2026

RESPONSIBLE TO: HEAD OF LEARNING SUPPORT The HLTA will:

- Work with class teachers in Upper School and Sixth Form to raise the learning and attainment of pupils.
- Promote pupils' independence, self-esteem, and social inclusion.
- Provide tailored support to Upper School and Sixth Form students, both individually and in groups, to ensure they can access the curriculum, actively engage in learning, and achieve their full potential

### **Duties and responsibilities**

#### **Teaching and learning**

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher

# JOB DESCRIPTION

- Supervise a class if the teacher is temporarily unavailable
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher
- To cover and lead class teaching (under supervision) as and when appropriate
- Direct the work, where relevant, of other adults in supporting learning

## **Planning**

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of pupils in the learning activities

## **Working with staff, parents/carers and relevant professionals**

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers

# JOB DESCRIPTION

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

## **Health and safety**

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents

## **Professional development**

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

## **Other areas of responsibility**

### **Safeguarding**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

The HLTA will be required to follow school policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the HLTA will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.



## Qualifications and training

- GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths
- First-aid training, or willingness to complete it

## Experience

- Experience working in a school environment or other educational setting
- Experience working with children / young people
- Experience planning and delivering learning activities
- Experience of planning and leading teaching and learning activities (under supervision)

## Skills and knowledge

- Good literacy and numeracy skills
- Good organisational skills
- Ability to build effective working relationships with pupils and adults
- Skills and expertise in understanding the needs of all pupils
- Knowledge of how to help adapt and deliver support to meet individual needs
- Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils
- Excellent verbal communication skills
- Active listening skills
- The ability to remain calm in stressful situations
- Knowledge of guidance and requirements around safeguarding children
- Good ICT skills, particularly using ICT to support learning
- Understanding of roles and responsibilities within the classroom and whole school context
- Understanding of effective teaching methods
- Knowledge of how to successfully lead learning activities for a group or class of children
- Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
- Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice

## Personal Qualities

- Enjoyment of working with children
- Sensitivity and understanding, to help build good relationships with pupils
- A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding pupil's wellbeing and equality
- Resilient, positive, forward looking and enthusiastic about making a difference
- Capacity to inspire, motivate and challenge children and young people



# TERMS & CONDITIONS OF APPLICATION

This is a part time, permanent position from February 2026.

Salary ranges from £14,000 - £18,500

The School offers many benefits such as

- 1) A generous and flexible individualised pension scheme
- 2) Excellent remuneration levels, reviewed each year
- 3) Opportunities for promotion and individualised professional development
- 4) Free, high quality catering, including lunches when the school is in session
- 5) Free on site parking
- 6) Generous fee remissions following an agreed probationary period

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# *Our* APPLICATION PROCESS



1

To apply, please return a completed application form and covering letter to Mrs Funmi Obamakin, HR Officer, at [funmi.obamakin@thorpehouse.co.uk](mailto:funmi.obamakin@thorpehouse.co.uk). The closing date for receipt of applications is 9am on Friday, 20th February. Early applications are encouraged as we reserve the right to appoint at any time during the recruitment process.

A copy of the School's recruitment policy, safeguarding policy and privacy notice are available at [www.thorpehouse.co.uk/career-opportunities](http://www.thorpehouse.co.uk/career-opportunities)



2

Candidates will be expected to teach a lesson as part of the interview process. In the formal interview there will be questions investigating the applicant's attitude to safeguarding issues and pedagogy.



3

References of shortlisted candidates will normally be taken up prior to interview. In the interests of safeguarding and child protection, we reserve the right to telephone referees to clarify any questions which arise from application forms, verify facts and investigate any inconsistencies between a written reference and the application form.

# *Meet* OUR TEAM



Mr Jake Burnett  
Headteacher



Mr Sean Day  
Senior Deputy Head



Mrs Paula Procopi  
Deputy Head



Mrs Victoria Pidwell  
Head of Prep



Mr Simon McCallion  
Head of Sixth Form

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## The Thorpe Way

This core set of values defines who we are as a school; we show these qualities every day in class, out of school, and as members of the Thorpe Community. Being consistent in our approaches and attitudes will help us to be happy, hard-working and successful, so that we can all do our best and take pride in our achievements.

We are:

### *T: Truthful*

**We always:**

- Show integrity in words and deeds
- Make the correct decisions, with thought and care
- Take ownership of our learning and behaviour with accountability for actions and outcomes
- Demonstrate responsibility for our actions and in what we say
- Show honesty and courage at all times

### *H: Helpful*

**We always:**

- Assist those in need without being asked
- Hold doors open and step aside as necessary
- Queue up sensibly and respectfully
- Look after our school environment and keep all areas tidy
- Demonstrate we are positive role models within our community

### *O: Organised*

**We always:**

- Take pride in our appearance
- Manage time, tasks and information effectively and productively, including keeping a record of homework and completing it to the best of our abilities
- Recognise when technology is a distraction and when it is appropriate (or not) to use a device
- Bring the correct equipment to class
- Plan, prioritise and take action to achieve personal goals

### *R: Resilient*

**We always:**

- Demonstrate preparedness to learn and contribute to a positive environment
- Learn from our mistakes as well as taking risks
- Concentrate and remain focused in class
- Show we are ready to ask and answer questions
- Show respectful confidence and no fear of making mistakes

### *P: Polite*

**We always:**

- Use language that is appropriate and respectful, remembering to use 'please' and 'thank you'
- Make eye contact and respond positively to others
- Speak clearly and appropriately, knowing that slang and profanity are never tolerated
- Show respect to classmates, students, staff and visitors both at school and offsite
- Move calmly and in an orderly way around the school

### *E: Empathic*

**We always:**

- Treat others the way we wish to be treated
- Regulate emotions appropriately and carefully
- Take pride in the successes and achievements of others
- Show kindness and care for everyone in the school community
- Respect the beliefs, feelings, views and cultures of others





*Creating the Future*

*let's get in touch*

Thorpe House School  
Oval Way, Gerrards Cross, SL9 8QA  
[www.thorpehouse.co.uk](http://www.thorpehouse.co.uk)  
[@thorpehousesch](https://www.instagram.com/thorpehousesch)