



The Howard School

Candidate Briefing Pack Learning Support Assistant





Welcome to The Howard Academy Trust

As a Trust, we currently comprise of Medway secondary and primary schools. We have future growth plans as a Multi Academy Trust with major projects taking place across the organisation.

Our overarching aim and vision is for our member schools to deliver an outstanding education for children and young people. We endeavour to ensure that all our students have access to the highest standards of teaching, resources and opportunities. The Trust's role is to oversee the leadership and vision of member schools and to develop effective and supportive partnerships between them. We have a firm belief within the Trust that every child should have access to at least a good education.

We are proud that every academy inspected since joining our Trust has remained as a Good school. Temple Mill Primary School joined the Trust as a sponsored academy in December 2015 and has moved from Special Measures to a Good school. Our schools serve their own community and each has a unique identity. Being part of this Multi Academy Trust has already provided member schools with practical benefits. We want communities to be proud of their local THAT school and we are determined to make it the first choice for all families.

As Chief Executive, I am enormously proud of our schools and of the leaders, governors, teachers and support staff who every day ensure our pupils enjoy and make good progress in their learning.

Owen McColgan
Chief Executive
The Howard Academy Trust





Vision and Values

“Working together to build a community of successful learners”

Learning and growth are at the heart of The Howard Academy Trust ethos. We strongly advocate that all members of our community have the opportunity to become the very best that they can be. We recognise and value the unique talents and expertise within our community and aim to create a culture of dignity, inclusivity, respect and ambition, where all can thrive.

This is achieved through:

- Excellent teaching and learning that promotes inclusivity;
- Regular opportunities for collaborative CPD to ensure best practice across academies;
- A proactive network for joint working across academies, for staff at various career stages;
- The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;
- The unique character of each academy is valued and contributes to the THAT whole Trust ethos;
- Shared whole trust values of dignity, respect and ambition.
- High aspirations for all involved with the Trust;
- Each academy is a hub for its local community and families;
- Facing outwards and working in collaboration with other organisations and stakeholders;
- A centralised team that allows academies leaders to focus on their core purpose of education.

Our Family of Schools



The Howard School
1,500 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



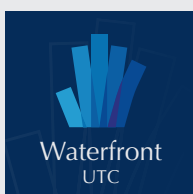
Temple Mill Primary School
210 Pupils on Roll
Rated Good by Ofsted
Located in Strood, Kent



Deanwood Primary School
210 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



Thames View Primary School
420 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



Waterfront UTC
170 Pupils on Roll
Located in Gillingham, Kent



Miers Court Primary School
420 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent

Further information about our academies can be found at www.thatrust.org.uk



Working for The Howard Academy Trust

The Howard Academy Trust value employees that work for our organisation. The following benefits are available to employees within our academies.

Financial

- Salary
- LGPS and Teacher Pension Scheme
- Sick Pay

Family Friendly

- Maternity, paternity and adoption leave
- Parental and dependent care leave
- Flexible working



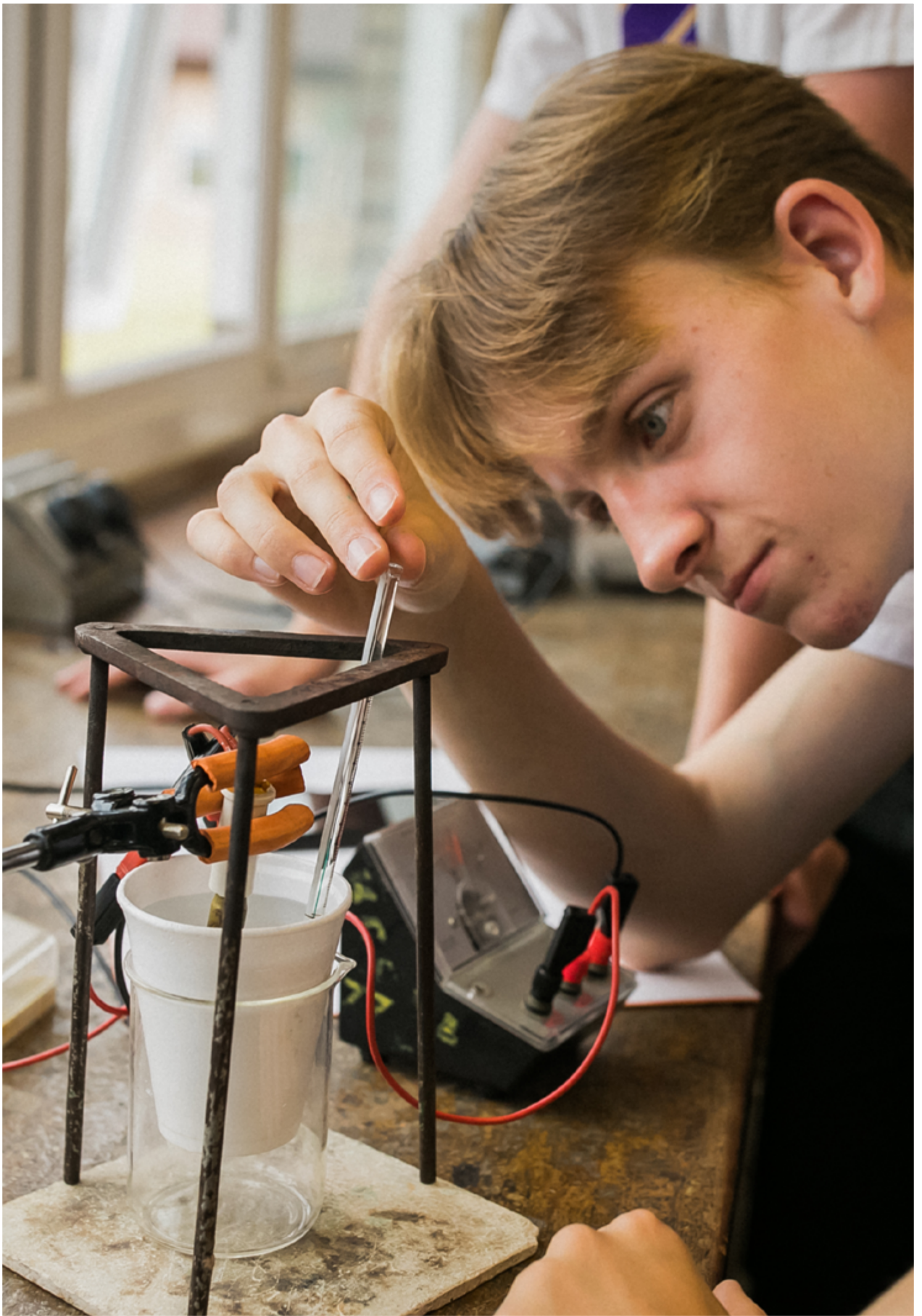
Hear from staff across the Trust

Employee Benefits - Permanent Contracted Employees & Fixed Term

- Employee Assistance Programme
- Flu Jobs
- Discounted Gym Membership at Avenue Tennis, Gillingham

Professional Development

- Access to Middle and Senior Leadership Courses
- Role specific training courses for Associate Staff
- Career stage CPD



Welcome to The Howard School

Thank you for your interest in the post of Cover Supervisor at The Howard School. I am determined to recruit a talented individual who shares our vision of providing a first-class education to all our students. You will show the drive, tenacity and ability to realise this ambition and demonstrate a commitment to your own education and yours and others' professional development.

Our local and national reputation as a school where results challenge the stereotypical view of underachievement in young men continues to grow, as does the perception that we hold to traditional values in standards of behaviour and uniform. We are an innovative and creative school, responding to the ever-changing needs of our students and the demands from higher education and employers. To further this, a number of exciting changes are planned for the near future to support our drive towards excellence.

I am determined to ensure The Howard is the best school in Medway and beyond in which to teach, work and develop. Our success has been built on the commitment, professionalism and aspirations of our staff. It is a place where people want to work as there are opportunities for progression. I hope my resolve to take the school to the next level is evident and, while I recognise that this is by no means easy, that this is the very least we should be doing for our community. The successful candidate will be someone who is genuinely up for the challenge. In return, we can promise an investment in you and your future, offering a competitive remuneration package, providing first class professional development and career opportunities.

I look forward to receiving your application.

Mr J Johal
Head of School



The Howard School was established in 1975 by amalgamating Rainham Boys Secondary School and Gillingham Boys Grammar School to form a bi-lateral school. A bi-lateral school is one where admission to the grammar school section can be by 11 plus selection and admission to the high school section is non-selective.

The school was named after Dorothy Howard who played a major part in the local community.

Since opening there have been seven Principals:

- John Hicks: 1975 to 1987
- Alan Jarrett: 1987 to 1997
- Maurice Barry: 1997 to 2001
- David Smith: 2002 to 2007
- The Honourable Paul Morris: 2007 to 2015
- Terry Millar: 2016 to 2019
- Cathy Reid: 2019 to 2021
- Jasbinder Johal: 2021 - Present



Hear from our current staff

The Howard School became a Grant Maintained School in 1994 when we left the control of Kent County Council. Following a change of Central Government, we became a Foundation School in 1998. Although a Foundation School we worked very closely with the local authority. The school became a Specialist Sports College with ICT as the second strand in 2007. In October 2014, the school became an Academy and the core of The Howard Academy Trust.

We are a high achieving successful 11 to 18 school. Since 2008, The Howard School has been and remains one of the highest achieving non-selective schools in Medway, Kent and the South-East of England. We believe The Howard School is one of the highest achieving boys' non-selective schools in the country

Job Description

Job Title:	Learning Support Assistant
Department:	Teaching Support
Grade/Salary:	NJC D2 Points 4 - 11
Responsible to:	Senior Leadership Team

Core Purpose and Scope

The holder of this post is expected to carry out the professional duties of a Learning Support Assistant as described below, as circumstances may require and in accordance with the Trust's policies under the direction of the Senior Leadership Team. The post-holder is required to fully support the vision, ethos and policies of the Trust.

THAT Vision & Values

As a Trust, our vision is achieved through:

- Excellent teaching and learning that promotes inclusivity;
- Regular opportunities for collaborative CPD to ensure best practice across academies;
- A proactive network for joint working across academies, for staff at various career stages;
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Values and Behaviour

Support Staff play a vital role in assisting teaching staff to make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school.

Personal and Professional Conduct

The post holder should conduct themselves professionally at all times, treating pupils and staff with mutual respect, regardless of personal beliefs, in accordance with Trust policies and practices.

Key Responsibilities

To support pupils, parents, teachers and the school to establish a supportive and nurturing learning environment in which children make good academic progress.

- To support teachers, parents and other colleagues to help create an effective and purposeful learning environment. Ensuring the classroom and resources are prepared on time as per the instructions of the classroom teacher
- Prepare or pre-teach students to ensure that they are able to fully engage with learning. This will include reminding them of previously learned strategies
- Provide, and as appropriate develop, additional resources, models or images to assist students with their learning
- Identify and signal transitions, preparing students for change
- Contribute towards evaluating student attainment and progress so that the information can be used to plan future learning activities
- Be fully aware of individual student targets and provide the necessary advice, support and guidance to enable them to be achieved
- Work with teachers to assess the needs of individual children
- Promote inclusion and acceptance of all pupils in the school, including those with SEN needs, working with the SENCO/ inclusion lead to deliver and implement the EHCP and develop resources for pupils who have: English as a second language, speech and language impairments, or behavioural issues which interfere with learning and/or relationships
- To manage and assist pupils as advised by the classroom teacher and or SLT, to include planning and facilitating small group teaching and intervention
- Ensuring students can effectively access their learning by simplifying or presenting work in a range of different ways
- Support assessment processes, monitor, record and report outcomes, amending work appropriately
- Assist with whole class teaching and cover for the class where required and appropriate
- Deliver behaviour management within and outside the classroom
- Attend to and assist with the care of pupils medical and personal needs to ensure their health and wellbeing is protected and a nurturing, safe environment is provided. (any necessary training would be provided)
- To work to promote the vision and principles of the Trust and school, including delivery of any policies such as the behaviour policy

Administration

- Observe, record and feedback information on pupil performance
- Support the classroom teacher with appropriate admin tasks which may include: photocopying, recording of data etc

Resources

- Operate relevant equipment/ICT packages (e.g. MS Office, internet, intranet, Arbor, Email)
- Assist with the creation of materials for curriculum delivery and display boards

Management

- This post does not have any management responsibilities.

Additional Duties

- All staff, with the support, of the academy's designated DSL, have a responsibility for providing and safeguarding the welfare of the children and young people.
- To be familiar with and support any health and safety procedures and ensure all duties and responsibilities are discharged in accordance with the academy's health and safety at work policy.

This job description does not form part of the Contract of Employment and is not necessarily a comprehensive description of the duties required but outlines the main responsibilities of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the line manager.

An enhanced DBS check will be required for this post. The job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title. The successful candidate must have a commitment to safeguarding and promoting the welfare of children and young people.

Person Specification

Post: Learning Support Assistant

Please refer to these requirements when completing the application. The person specification is related to the requirements of the post as determined by the job description.

Essential	Desirable
Qualifications and Training	
<ul style="list-style-type: none"> • Maths & English GCSE or equivalent Grade C and above • NVQ Level 3 in Childcare or equivalent 	<ul style="list-style-type: none"> • Evidence of ongoing Professional Development • First Aid Training
Experience	
<ul style="list-style-type: none"> • Experience of establishing successful learning relationships with a variety of pupils at the relevant age • Experience of the role of a TA and in particular organisation and management 	<ul style="list-style-type: none"> • Experience of working within the academy or education sector
Knowledge and Skills	
<ul style="list-style-type: none"> • Training and equal opportunity issues within the workplace and the importance of culture and ethos and how this impacts on morale, high expectation and high standards • Sound understanding of equality of opportunity issues and how they can be effectively addressed in schools • Clear understanding of the role of parents and the community in school improvement and how this can be practised and developed 	<ul style="list-style-type: none"> • Knowledge of child protection and safeguarding policies • Sound understanding of equal opportunity issues within the workplace and the importance of culture and ethos and how this impacts on morale, high expectation and high standards • Knowledge of support services available to young people
Personal Qualities	
<ul style="list-style-type: none"> • Good communication skills including written and oral • Good numeracy and literacy skills • Competent with computers and other technology • Good administrative and organisational skills • Able to lead intervention sessions • Good team player and self starter • Ability to create a happy, challenging and effective learning environment 	

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| <ul style="list-style-type: none">• A solution-focused mindset and determined “no-excuses” approach to raising standards• A personable nature to build effective relationships• Ability and keenness to promote the Trust’s positive culture and ethos• Understands the importance of confidentiality and discretion | |
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