



**The Abbey
School**

Candidate Briefing Pack Learning Support Assistant





Welcome to The Howard Academy Trust

As a Trust, we currently comprise of 7 schools, across Kent and Medway. We currently have 3 secondary schools and 4 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 for our member schools is “working together to create a community of successful learners”. In doing this, we will deliver an outstanding education for the children and young people who attend our academies. We endeavour to ensure that all our pupils 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. Both Temple Mill Primary School and Waterfront UTC joined the Trust as sponsored academies and have moved from Special Measures to a Good school on their first inspection. 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





Working together to build a community of successful learners

Vision and Values

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;

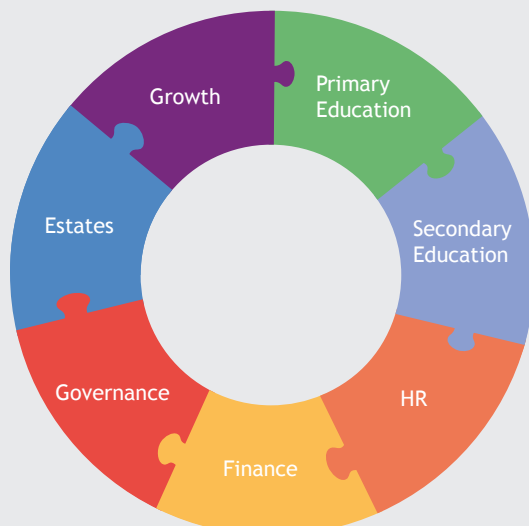
Shared whole Trust values of dignity, respect and ambition;

High aspirations for all involved with the Trust and a solutions led approach;

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.



Strategic Priorities

Continuously improving the quality of provision of all our academies and enhance pupil outcomes across the Trust.

Provide excellent teaching and learning that promotes inclusivity.

Continue to build the profile of THAT to support further growth within the Southeast.

Champion our THAT People Strategy to retain, recruit, develop and reward an excellent workforce.

Ensuring a financially viable and sustainable MAT with a strong business infrastructure.

Ensuring effective leadership and governance at all levels.



Our Family of Schools



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



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



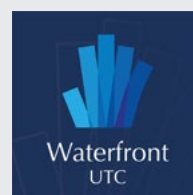
Deanwood Primary School
230 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



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



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



Waterfront UTC
270 Pupils on Roll
Rated Good by Ofsted
Located in Gillingham, Kent



The Abbey School
1,200 Pupils on Roll
Located in Faversham, Kent

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



Working for The Howard Academy Trust

The Howard Academy Trust is very pleased to offer our staff a vast range of benefits, both professional and personal, as we believe that our excellent teaching and support staff should be supported at work and rewarded for the great work they do. Since 2020, The Howard Academy Trust has received the Gold Kent & Medway Workplace Wellbeing Award and we continue to make advances in emotional, physical and professional wellbeing.



Financial

- A competitive salary for both teaching and support staff, with annual pay progression and a robust performance development scheme underway.
- Subsidised Private Healthcare with Benenden Health.
- All staff are automatically enrolled into the Teacher and Local Government pension scheme with attractive employer contribution rates.
- We have introduced Access EarlyPay through our payroll system as a mobile app that lets users draw down a proportion of their salary. You can withdraw at any point, 24/7 with just a few taps on your mobile phone.

Professional Development

- Early finish for teaching staff every Friday afternoon to allow for whole school CPD (Secondaries only) and whole school PPA (Primaries only).
- Comprehensive CPD programmes including departmental and whole school training.
- Trust-wide training events and Staff Conference events to bring all staff across the Trust together to network and share experiences.
- Assessment Only routes and Schools Direct opportunities to take your first step into Teaching.
- Access to 30 Level 2 qualifications through The Skills Network, free of charge to all staff.
- Career Progression and upskilling opportunities across the Trust.
- Access in-house training in to Middle & Senior Leadership courses for future leaders.
- Access to industry leading CPD subscriptions including Optimus Education.

Wellbeing

- Full Time support staff receive 23 days annual leave as standard plus bank holidays, to increase after 5 years of service.
- Each of our academies have received the Gold Kent & Medway Workplace Wellbeing Award in 2021.
- Employee Assistance Programme, 24/7 access to a free counselling service for our employees and their families, for confidential advice and guidance.
- Access to Senior Mental Health First Aiders and a team of established Mental Health First Aiders based at all of our academies.
- Hosts of Medway Council's wellbeing afternoons consisting of use of a health check machine, blood pressure checks, alcohol awareness speakers.
- Flu jabs available for free every autumn for all staff, at their own academy for ease of access.
- Discounted gym membership at Avenue Tennis, Gillingham, on a range of different packages.
- Cycle to Work Scheme.

Facilities

- Discounted hire of the school facilities, halls, fields, and gyms, for all members of staff up to 20%.
- On site catering at our school canteens with a full lunch menu.
- Free car parking at each Trust site.



Hear from staff across the Trust



“Leaders and staff have high aspirations for what all pupils can achieve across the curriculum.”

- Ofsted, 2022



Welcome to The Abbey School

Welcome to The Abbey School, and thank you for your interest in this post. The Abbey School joined the very successful Howard Academy Trust on 1st April 2023, after celebrating the school's best academic results *ever* in 2022. The Abbey School is a mixed secondary school with a thriving population of over 1200 students. We believe that school should be a place where young people can discover and develop their own individual talents. This means an education that is structured around the individual strengths and needs of each child.

At the end of their time with us, we aim for all our young people to leave the school confident, happy and well equipped to take their place in employment or further education. We are particularly proud of the support structures that exist within the school which we continually enhance. Developing 'well rounded' individuals who possess a strong sense of responsibility for both the school and the wider community is important to us. Our students require not only an excellent foundation in learning, but also attributes such as resilience, leadership, creativity and team-working skills.

When you visit our school I am sure that you will recognise not only the warm welcome of our students but also their enjoyment and passion for learning.

Our school motto reflects our educational values. It is inclusive of all that belong to our community, and it is our aim that all members of our school show respect for one another.



Hear from staff at The Abbey School

“Be the Best You Can Be”

Aspiration

Aspiration at The Abbey School does not only mean wanting to do well in tests or gaining qualifications. It refers to the broader sense of accomplishment gained through personal development and through participation in a large variety of opportunities offered to our students. In many circumstances achievement of their goals should be recognised or praised, but we will not reward mediocrity.

Community

Our school emphasises the importance of working collectively both within the school and with local partners. Our vision is that students should be the best that they can be and support others in realising this goal. When students achieve they not only improve their sense of identity but also their commitment and feeling of belonging in the school.

Curiosity

We want our students to take a keen interest in the world around them and develop a love of learning. This means being exposed to issues such as the complexities of the universe and the human condition. When faced with the scale, intricacy and magnificence of the world around them our hope is that they develop a sense of wonder and humility. In doing so they may also consider the value or meaning of their own life.

Dr Rowland Speller
Headteacher



About The Abbey School



NOR

1145



Age Range

11-19



PP

34%



FSM

32%



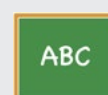
SEN

13%



EAL

6%



Quality of Education
OFSTED Rating:

Good



Gender of Pupils:

Mixed

Record GCSE & A-Level Results in 2022

55%

Achieved GCSE English and Maths at 4+
(up from 34% in 2017)

69%

A*-C at A-Level
(up 29% from 2019)



Job Description

Job Title:	Learning Support Assistant
Department:	Teaching Support
Responsible to:	Senior Leadership Team
Remuneration:	KR3

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;
- 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.

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
Education and Qualifications	
<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"> • First Aid Training • Evidence of ongoing Professional Development
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 an academy
Knowledge and Understanding	
<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
Characteristics and Competencies	
<ul style="list-style-type: none"> • Good communication skills including written and oral • Good numeracy and literacy skills • Competent with computers and other technology 	

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| <ul style="list-style-type: none">• 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• 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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