



# HNF Teaching Assistant

Minterne Community Junior School, Minterne  
Avenue, Sittingbourne, Kent ME10 1SB

INFORMATION



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Dear Applicant

Thank you for expressing an interest in joining us at Minterne Community Junior School.

I hope this pack will give you a flavour of what it is like to be part of our successful and supportive school. We would welcome your request to come and visit us during the school day to see for yourself why we are so proud of our pupils and staff who make up our school community.

At Minterne, we are passionate about providing children with the opportunities and desire for learning. Our aim is to produce happy children who are successful learners, confident individuals and responsible citizens. Built in 1964, Minterne Junior School serves a pleasant residential area. The town centre and the countryside are both easily accessible from the school. There are almost 390 pupils aged from 7 to 11 currently on roll. The school is set on a spacious site, with 12 classrooms and an attached Speech and Language Unit. Each class has an interactive whiteboard, internet access and access to iPads. Indeed, our computing facilities are excellent; featuring a large suite which houses 36 modern computers and a class set of iPads. We are proud to be part of Our Community Multi Academy Trust, a group of ten schools under the leadership and guidance of Chief Executive Officer, Mr David Whitehead.

All new colleagues at Minterne Junior School are made to feel welcome and professional development of staff across our Multi Academy Trust is one of our top priorities.

If you would like to find out more about our school, please visit our website: [www.minterne.org](http://www.minterne.org) or contact the office: [office@minterne.kent.sch.uk](mailto:office@minterne.kent.sch.uk) (t: 01795 472323).

Please do not hesitate to contact us if you have any questions or would like to know more about the role.

Yours faithfully

Ms Kirsty Hadfield  
Head of School



Mrs Catherine Hurst  
Executive Headteacher





# Advert

Job Title: High Needs Funded Teaching Assistant

Grade: Kent Range 3

Salary: £12,165 pro rata

Hours: 25 hours per week

Monday to Friday, 9.00am to 3.30pm

This is a fixed term contract ending 31/08/24

This is a fabulous opportunity for a dedicated and organised person to join the school team at Minterne Junior School and The Acorn Speech and Language Centre, which is part of Our Community Multi Academy Trust. We are seeking to appoint an enthusiastic and experienced Higher Needs Funding Teaching Assistant to join the school's successful and supportive team. This role may be suitable for experienced candidates who are looking for a new challenge, however we encourage anyone to apply who feels they have the necessary skills and abilities to fulfil the role.

Minterne Junior School is one of ten schools within Our Community Multi Academy Trust. We are a junior school (year 3 to 6) with 389 pupils on our roll. Part of the mainstream school is our speech and language centre. This is a specialist provision for pupils with EHCPs with Speech and Language as a primary need.

Our Community Multi Academy Trust believe that our people are our biggest asset.

## **We can offer you:**

- The opportunity to work in an excellent school and to contribute to its growth and development
- Students who enjoy learning
- A stable and committed staff team determined to give our students the best possible opportunities
- A supportive and committed board of trustees
- Work within a growing Trust who fully believe in the professional development of their staff.

## **The successful candidate will:**

- Have excellent organisational skills
- Be punctual
- Communicate well and be confident managing others
- Have good teamwork skills
- Respect confidentiality and the potential sensitivities of working in a school
- Have experience working in a school
- Be able to demonstrate in their application that they can fulfil the main duties of the job description and person specification as a minimum

The successful candidate will be subject to an enhanced DBS check along with other pre-employment checks which must be undertaken before the role is confirmed by the school.

Our Community MAT is committed to safeguarding, safer recruitment and promoting the welfare of pupils. Our comprehensive recruitment and selection processes aim to discourage and screen out unsuitable applicants. Successful candidates are subject to rigorous pre-employment checks.

We are equally committed to eliminating discrimination and encouraging diversity. We aim for our workforce to be representative of society and that each employee feels respected and able to give their best. We are committed to providing equality and fairness in our recruitment and employment practices and not to discriminate on any grounds. We oppose all forms of unlawful and unfair discrimination.

Applications to be made via Kent Teach.

For further information about the role, please contact Paula Spalding or Karen Arnold via telephone on 01795 472323 or [office@minterne.kent.sch.uk](mailto:office@minterne.kent.sch.uk)



# Job Description

## **Main Job Purpose**

To work alongside the classroom teacher's supervision, undertake the delivery of the individual pupil learning programmes; mainly supporting particular learners with higher needs, and sometimes in withdrawn groups or within the classroom providing support across the curriculum.

## **Responsible for:**

25 hours working within mainstream classes, mainly supporting particular learners with higher needs but also sometimes small groups under the direction of the SENCo or class teachers.

Reporting to the SENCo or a Lead Teaching Assistant.

## **Main Expectations of the Role**

### **Support for the Pupil**

- Under the guidance of the class teacher & SENCo, supervise activities of named pupil(s) either supporting particular learners with higher needs, in withdrawal groups or within the classroom, providing support across the curriculum.
- Under the guidance of class teachers, provide support to the named pupil with homework; such as listening to readers, learning number facts and completing tasks meant for home.
- Assist with the pupils' personal, social, welfare and health matters, reporting problems to the teacher / SENCO as appropriate.
- Maintain the interest and motivation of the named pupil; raising self-esteem, improving independent work and promote positive behaviour patterns to assist their education and development.
- To be aware of Higher Needs pupil's problems, achievements, progress and report to the teacher as agreed.
- Establish a constructive relationship with named pupil and interact with them according to their individual needs.
- Provide feedback to the named pupil in relation to progress and achievement under the guidance of a teacher.
- Assist with the pupil's therapy or care programmes, designed and supervised by a therapist / teacher.



# Job Description

## **Support for teachers / the school.**

Provide support for learning activities by making a contribution to supporting a teacher in planning, supporting delivery and evaluation.

- Making a contribution to organising effective learning environments and making appropriate records.
- Participate in assessment, planning and evaluation of support as appropriate.
- Liaise with class teacher, SENCo and other staff as appropriate and support the work of outside agencies.
- Design and produce displays with minimal supervision.
- Contribute information to pupil records (For example, assessment information)
- Liaise with parents if appropriate.
- Monitor pupil responses to learning activities and record achievement / progress as directed.
- Provide regular feedback to teachers on pupil achievement, progress and problems.
- Promote good pupil behaviour, dealing promptly with conflict and incidents and reporting in line with school policy.
- Establish constructive relationships with parents / carers where appropriate.
- Support the use of ICT in learning activities and develop pupil confidence and competence in its use.
- Participate in training and other learning activities and performance development as required.
- Be aware of and comply with policies and procedures relating to Child Protection, Equal Opportunities, Health & Safety, Security, Confidentiality and Data Protection, reporting all concerns to the appropriate person.
- Contribute to the overall aims, ethos, work of the team and school.
- Attend and participate in relevant meetings as required.



# Person Specification

## High Needs Funded Teaching Assistant

Applicants should describe in their application how they meet these criteria.  
The following outlines the criteria for this post. Applicants who have a disability

	CRITERIA
QUALIFICATIONS	Relevant Level 3 (or equivalent) preferable.
EXPERIENCE	Previous experienced of working with children.
SKILLS AND ABILITIES	<p>Numeracy and literacy skills</p> <p>Basic IT skills</p> <p>Have the ability to relate well to children and adults, understanding their needs and being able to respond accordingly.</p> <p>Good influencing skills to encourage pupils to interact with others and be socially responsible.</p>
KNOWLEDGE	Knowledge of policies and procedures relating to safeguarding, child protection, health, safety, security, equal opportunities and confidentiality.



# OCMAT OVERVIEW

We believe that every part of the body is valuable and integral to the whole (1 Corinthians 12: 14-16). Therefore, we will create a community of schools that, whilst being diverse and unique in their own context, will ensure every child receives the highest quality educational experiences and pastoral support. At the heart of our Trust's vision is a belief in educational excellence, the belief that Our Community Multi Academy Trust is called to serve pupils, staff, families, and the local community by providing places where children develop and thrive academically, socially, culturally, and spiritually in the safest environments possible.

Our Community Multi Academy Trust is committed to sustaining high quality schools. Our focus is to maintain a self-sustaining school improvement model that draws on a wealth of practice and expertise across the Trust facilitated by experienced school improvement leads. Pedagogical excellence is at the heart of our improvement model with a sustained focus on collaborative and mastery learning.

We will maintain and strengthen a shared culture which requires every member of our community, whatever their role, staff or pupil, governor, or parent, to take responsibility for their position and be accountable for what they achieve. We will be driven by a desire to make a positive impact on the lives of all children. This shared community culture will respect, uphold, and complement each school's distinctive ethos and character.

Belonging to Our Community Multi-Academy Trust offers greater opportunities for influence than single schools can achieve. Working together the Trust aims to be greater than the sum of its constituent schools. At the same time, we recognise the unique character of each of our schools and the important role they play with their local community. We will work tirelessly to maintain each school's status within their locality and strengthen their character and reputation.





## THE COMPASSIONATE LEADER

- Will show empathy with children, staff and families through their leadership behaviours
- Will act with fairness and consistency at all times
- Will give credit where it is due and show appreciation for the efforts of every member of staff
- Will not be afraid to make mistakes and will show their own vulnerabilities
- Will go above and beyond to recruit and retain good staff
- Will be unconditionally inclusive
- Will have courageous conversations
- Will be reflective on their own professional practice and be receptive to advice offered



## THE COLLABORATIVE LEADER

- Will articulate a clear vision for their school which is understood and acted upon by all staff, pupils and families
- Will engage in and promote all Trust wide activities – working in a positive partnership with all Trust staff
- Will unconditionally work with other professionals both within and outside of the Trust for the greater good of our children
- Will display commitment to their staff and school priorities, resulting in high staff morale
- Will motivate their staff with passion, enthusiasm and inspiration making staff feel valued for their contribution to the school and the Trust



## THE COMMUNITY LEADER

- Will be highly visible within their own school setting and the local community
- Will be accountable for their actions and decisions
- Will act with integrity, drawing on their values to guide their decisions
- Will empower and enable staff by leading by example
- Will positively promote the Trust and school at all times

# OUR SCHOOLS

## **Primary**

Borden Church of England Primary School, ME9 8JS

Bredgar Church of England Primary School, ME9 8HB

Dymchurch Primary School, TN29 0LE

Lydd Primary School, TN29 9HW

Lynsted & Norton Primary School, ME9 0RL

Milstead & Frinsted Church of England Primary School, ME9 0SJ

Minterne Junior School, ME10 1SB

Petham Primary School, CT4 5RD

Selling Church of England Primary School, ME13 9RQ

The Oaks Infant School, ME10 1GL

# TRUST CENTRAL TEAM

## **Central Support Team**

*(based at Lynsted & Norton Primary School)*

Human Resources Team

Finance Team

Business Support & Management Information Team

ICT Support

Trust Executive Team - School Improvement

Inclusion Executive Officer

Standards Executive Officer

EYFS Executive Officer

## **The Application Process**

Applications will only be accepted from candidates who complete our application form. Application forms can be found on the Kent-Teach website. Alternatively, please contact [trusthr@ocmat.org.uk](mailto:trusthr@ocmat.org.uk) for a paper application form.

## **The Shortlisting and Interview Process**

After the closing date for this post, a panel will conduct a shortlisting process. You will be selected for interview based entirely on the contents of your application form and we therefore suggest you read the Job Description and Person Specification fully prior to completing your application.

If your application is shortlisted, the Trust reserves the right to conduct an online search as part of our safer recruitment checks in line with KCSIE guidance. Any relevant information found with regards to a candidate's suitability to work with children will be discussed at interview.

Candidates selected for interview will be informed.

All candidates who are invited to interview must bring the following original documents:

- Documents to evidence right to work in the UK
- Visual identification which includes a photograph (driving licence or passport)
- Documentary proof of current name and address
- Where appropriate, documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

## **Conditional Offer**

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check and appropriate checks that may be required if you have worked or been resident overseas in the past five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held an employed teaching role



## **Safeguarding**

OCMAT has robust safer recruitment procedures to help prevent unsuitable people from working with children.

All individuals working in any capacity at our Trust will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education.

## **Retention of Information**

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system six months from the date of interview or submission date of application if not successful for interview, in accordance with our retention or records procedure.

Please visit the OCMAT website for all Trust Policies.

[www.ocmat.org.uk](http://www.ocmat.org.uk)

Mr David Whitehead, CEO, Our Community Multi Academy Trust

OUR COMMUNITY MULTI ACADEMY TRUST  
C/O LYNSTED & NORTON PRIMARY SCHOOL  
LYNSTED LANE  
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