



THE HOWARD
Academy Trust

Candidate Briefing Pack

SEND Teaching Assistant





Welcome to The Howard Academy Trust

As a Trust, we currently comprise of 8 schools, across the South East. We currently have 4 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;

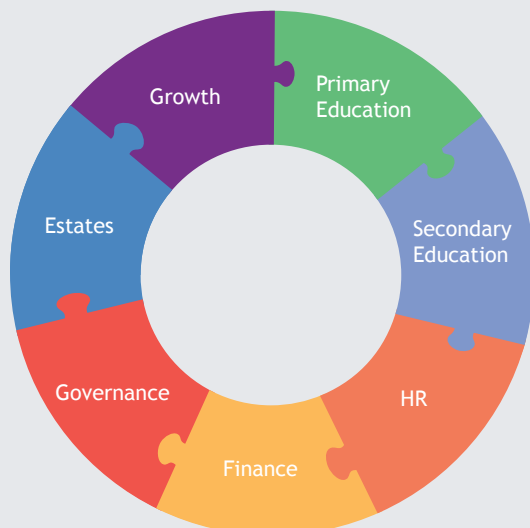
Shared whole Trust values of dignity, respect and ambition;

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
450 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



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



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



The Abbey School
1,100 Pupils on Roll
Located in Faversham, Kent



Hurstmere School
960 Pupils on Roll
Located in Sidcup, London



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. The Howard Academy Trust has received the Platinum 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.



Job Description

Job Title:	SEND Teaching Assistant
Contract Type:	Part time, Permanent, Term Time Only +1 week
Remuneration:	Bexley NJC 5.1-5.4 (FTE £28,521 - £28,929)

Key responsibilities:

- To aid the pupil to learn as effectively as possible both in group situations and on his/her own by, for example: Clarifying and explaining instructions
- Ensuring the pupil is able to use equipment and materials provided
- Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
- Assisting in weaker areas, e.g. speech and language, reading, spelling, numeracy, handwriting/presentation etc
- Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task
- Liaising with class teacher, SENCO and other professionals about Pathway Plans and Education Health and Care Plans, contributing to the planning and delivery as appropriate
- Providing additional nurture to individuals when requested by the class teacher or SENCo
- Consistently and effectively implementing agreed behaviour management strategies
- Helping to make appropriate resources to support the pupil
- To establish supportive relationships with the pupil concerned
- To promote the acceptance and inclusion of the pupil with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner.
- Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
- To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem.
- To support the pupil in developing social skills both in and out of the Classroom
- To support the use of ICT in learning activities and with specific programmes to support learning.
- To provide regular feedback on the pupil's learning and behaviour to the teacher/SENCo, including feedback on the effectiveness of the behaviour strategies adopted

- Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development
- When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance
- Where appropriate, to know and apply positive handling techniques for which training will be provided if needed
- To know and apply school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc
- Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information
- To be aware of confidential issues linked to home/pupil/teacher/school
- To contribute towards reviews of the pupil's progress as appropriate
- To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
- To take part in training activities offered by the school to further knowledge and skills of working with a child with specific learning difficulties
- To be willing to support playground/break time supervision e.g. educational games, homework clubs etc
- To accompany teacher and pupils on educational visits
- To be willing to support playground/break time supervision e.g. educational games, homework clubs etc
- To accompany teacher and pupils on educational visits
- To provide individual support, as required, during examination sessions

Other duties:

- Undertake any other duties commensurate with the grade, as directed by the Principal

This job description should be seen as enabling rather than restrictive and will be subject to regular review. As such:

- Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in this job description.
- This job description may be changed to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Person Specification

Post: SEND Teaching 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 	<ul style="list-style-type: none"> Evidence of ongoing professional development First Aid Trained/Paediatric First Aid Training NVQ Level 3 in Childcare or equivalent
Experience	
<ul style="list-style-type: none"> Knowledge and experience of working with children with significant additional needs Experience of establishing successful learning relationships with a variety of pupils at the relevant age Experience of the role of a Teaching Assistant 	<ul style="list-style-type: none"> Experience of working within the academy or education sector
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, safeguarding policies and Early Years Framework and Development Matters. 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 Ability to work as part of a team under the direction of the teacher 	

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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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