



TEMPLE GROVE
ACADEMY



Teaching Partner

Information for Candidates
2024

20th February 2025

Together we make the difference



We reserve the right to make an appointment before the closing date, so early applications are encouraged.



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Introduction from the Headteacher

Dear Candidate,

I am delighted that you are interested in a position with Temple Grove Academy (TGA).

Temple Grove Academy is a very happy school in which all children feel secure and confident. Our team are committed to going the extra mile to help pupils aspire to greatness in both their education and life journey.

We enable every child to flourish in every way and work together as a community to offer a launch pad for the children in our care to dive into life's adventures, striving for personal success and fulfilment.

We create a safe, welcoming environment that provides inspiring and motivating experiences, and support everyone to develop strategies that enable them to take full advantage of what the world has to offer.

We believe that everyone has the talent and potential to excel in life. We celebrate the uniqueness of every individual and cherish the diversity of the community we belong to.



Rebekah Leeves
Headteacher
Temple Grove Academy

Together we make the difference





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Skidders' Academies Trust

Temple Grove Academy is part of Skidders' Academies Trust, a Multi Academy Trust (MAT) comprising of The Marsh Academy, Skidders' Academy, The Skidders' Kent Academy, Skidders' Kent Primary School, Temple Grove Academy and The Skidders' School.

Skidders' Academies Trust is sponsored by The Skidders' Company, one of the 'Great Twelve' livery companies of London. The Company is a major not-for-profit organisation with a well-established reputation for philanthropy dating back some 700 years. Education is a core charitable purpose and the Company has a long track record of establishing, running and supporting excellent schools. Besides the Academies in the Trust, the Company also supports Tonbridge School, The Judd School in Tonbridge, and The New Beacon preparatory school in Sevenoaks.

In the Trust, members of The Skidders' Company make up a significant proportion of each Local Governing body and the Company provides financial support to help all its schools provide the best possible education.

The Trust's purpose is to provide its young people with the opportunity to make the most of their talents and fulfil their potential. It aims to:

- **Promote collaboration:** exchanging ideas and good practice to solve common problems together
- **Enable efficiency** in the use of its limited resources
- **Invest in staff**, finding the best teachers and giving them excellent opportunities to develop and progress
- **Share expertise** both from within the group and the wider sector, particularly in specialist areas such as SEND and mental health.

All of the schools within the Trust have first-class teaching, management and leadership, and are supported and held to account by high-quality governing bodies.

Further information about the Trust can be found on its website [here](#).



Professional Development Skinners Academies Trust

Skinners' Academies Trust are committed to investing in our people and as such offer a high-quality suite of professional development opportunities for all our teachers. Everyone at the Trust is committed to being a reflective practitioner, open to learning and motivated to keep getting better.

We know that professional development for our people will lead to impact in our schools. The five pillars of our offer are designed to offer opportunities to all our staff, to support our vision for an excellent education in all our schools and to have a clear impact on outcomes for all our pupils.

Chartered College of Teaching membership

All teaching staff are given full membership to the Chartered College of Teaching. This gives them access to a range of resources including research papers, articles, lesson videos and the quarterly journal, *Impact*; and opportunities to participate in CCT courses or become a Research Champion.

Research-led networking opportunities

The Trust-wide book group meets online each half term to explore an education-based text and discuss the implications on classroom practice. Copies of the book are free to members.

Our Research Enthusiasts group similarly meets each half term. It offers teachers from across the Trust with a passion for evidence-informed practice the opportunity to debate a range of research and its implications for classroom practice and student outcomes.

Development for middle leaders

Our bespoke Middle Leadership Programme is a 10-month course designed and delivered internally for those at the start of their leadership journey. Throughout the course we explore evidence and good practice around effective leadership, use of data, managing teams and how to implement improvement. All participants are allocated a mentor who supports them throughout the course, and get to visit each Trust school over the course of the year.

Subject-specific collaboration

We have established Subject Communities for English, Maths, Science and MFL, enabling improvement at subject level the Trust through collaboration between subject leads and shared good practice. This gives heads of department an exciting chance to experience and learn from a range of practice across all our schools.

SLT Community of Practice

All senior leaders across the Trust are members of our SLT Community of Practice, giving them the opportunity to share good practice in school improvement. Leaders participate in visits to Trust schools, hear from external experts and provide professional and supportive critique to one another.



Our Visions and Values

At Temple Grove Academy, we work together to make the difference for our pupils. We do this through our core values, **the Five Ways of Being**. These values are at our core and enable us to set our promises. They help us to make decisions, challenge our thinking and arrive at the best possible solutions.

Our Five Ways of Being



Aspiring

We look for the opportunities that the world has to offer us and actively engage with those opportunities.

Resilient

We overcome the challenges that life sometimes presents us with. We will *never* give up

Respectful

We show kindness, tolerance and acceptance of the words, beliefs and actions of others, and we are acting with inherent goodness.

Encouraging

We support our friends, family and community to flourish and work together.

Enriching

We provide opportunities that will lead to success and fulfilment for others.



Together we make the difference



Royal Tunbridge Wells

Over 400 years ago a natural spring welled up from the ground and it was named 'The Tunbridge Wells' (the wells near Tonbridge).

Today our charming historic town, only 30 miles south east of London and a 45 minute train ride from the capital, is close to the unspoilt beauty of the surrounding High Weald Area of Outstanding Natural Beauty (AONB) and boasts the elegant charm of The Pantiles. For years Queen Anne visited, but when Queen Victoria made the town part of her regular holiday sojourns 'Royal' Tunbridge Wells, the town, came into being, hence the addition to the original name.



Royal Tunbridge Wells is highly accessible with excellent schools and a wide range of places to live and types of accommodation, both locally and a short distance away amidst the rolling hills, picturesque villages of Kent and East Sussex, ancient woods and open heaths.

Equidistant between London and the south coast it has easy links to the A21 and M25. There are also direct trains to and from London and the coast.

Many professional people move out of London into the area to enjoy the excellent living environment and quality of life whilst also having all the convenience of the major high street and local shops and selection of first-class restaurants, bars and cafes nearby.



Job Profile

Post Title: Teaching Partner

Main Purpose of the Job:

- Work with class teachers to raise the learning and attainment of pupils
- Promote pupils' independence, self-esteem and social inclusion
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement

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
- 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

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

Working with staff, parents/carers and other 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
- Develop effective professional relationships with colleagues



Job Profile

Working with staff, parents/carers and other relevant professionals cont.:

- 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
- Collaborate and work with colleagues and other relevant professionals within and beyond the school

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 & Training:

- 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
- Complete all whole-school training deemed

necessary including but not limited to Safeguarding, GDPR and Prevent.

- Undertake other training required to develop in the role
- 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
- Follow all school policies and the staff code of conduct relating to safeguarding and promoting the welfare of children
- Promote the safeguarding of all pupils in the school
- The TA will be required to follow school policies and the staff code of conduct.

Other

- Read and adhere to relevant school policies
- Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. The postholder may be required to do other duties appropriate to the level of the role, as directed by the line manager.
- This job description may be amended at any time in consultation with the postholder.

This document should be reviewed annually in June



Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and training	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Early Years Qualification
Experience	<ul style="list-style-type: none">• Experience working or volunteering with children / young people	<ul style="list-style-type: none">• Experience planning and delivering learning activities• Experience working in a school environment or other educational setting• Experience of planning and leading teaching and learning activities (under supervision)
Skills and knowledge	<ul style="list-style-type: none">• Good literacy and numeracy skills• Good organisational skills• Ability to build effective working relationships with pupils and adults• Excellent verbal communication skills• Active listening skills• The ability to remain calm in stressful situations• Knowledge of guidance and requirements around safeguarding children	<ul style="list-style-type: none">• Good ICT skills (E), particularly using ICT to support learning• Understanding of roles and responsibilities within the classroom and whole school context• 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
Personal qualities	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Willingness to develop and run an afterschool club



Staff Wellbeing & Benefits

Temple Grove Academy is committed to providing a healthy and caring environment that promotes and supports positive mental health and wellbeing for our pupils, staff and stakeholders. Positive mental health and wellbeing is vital to what we do at school; it underpins the crucial work carried out to support pupils and their families. As a School we are highly committed to supporting staff's mental health and wellbeing, to ensure that there is a positive and supportive workplace.

Outlined below are some of the ways in which staff are supported:

- Key staff are trained as Mental Health Leads within the Trust and school
- Investing in practices which support teaching staff to maintain a healthy work-life balance (for example Kapow curriculum planning and the option to take PPA off-site - at home or at another Trust school).
- Continued learning and development for all staff through a wide range of CPD.
- A commitment to support staff with personal issues and an empathetic approach to such events.
- Recognising that staff working hours can be flexible depending on personal circumstances. We do not expect a response to communications outside of working hours.
- Continued learning and development for all staff through a wide range of CPD.
- A commitment to support staff with personal issues and an empathetic approach to such events.

Pension Scheme Contributions

We offer a valuable pension package of benefits for members and their dependents of both the teachers and local government pension schemes; generous employer contribution; tax relief on your contributions; flexibility to pay more or less in contributions; flexible retirement options.

Kent Rewards

Through Kent Rewards, employees are able to access a wide-range of discounts on high street and supermarket shopping, leisure facilities such as cinema and gym, and travel options such as holidays and hotel stays.



Application and candidate selection process: our candidate charter

We want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

We will:

- provide you with clear, accurate and timely information
- give you the opportunity to ask questions – and we will ensure you get the answers you need
- respond to enquiries promptly and usually within 24 hours during the working week
- adopt a fair and consistent assessment process;
- make sure you have all the documentation and details you need for an interview, well in advance
- provide you with real insight about what it's like to be part of our team
- ensure all offers are fair and equitable; and
- seek feedback on your experience at every opportunity, so we can continue to improve.



In return we ask that you:

- be honest and upfront about your experience, aspirations and motivations
- provide open and accurate information when submitting an application
- always give yourself the best opportunity to succeed – research who we are and how we work
- let us know if situations change in relation to your interest – and help us understand why; and
- prepare yourself for interview and let us know how we can support you.

Our commitment to you:

- **Transparency** We will treat you with respect, honesty and fairness
- **Protecting your privacy** We will ensure your information is secure and handled sensitively
- **Understanding You** will be given everything you need to make informed decisions
- **Showcasing talent** We will provide a good opportunity for you to share your skills, experience and potential
- **Feedback** We will provide constructive feedback professionally and promptly
- **Listening** We welcome feedback and we'll act on what you have to share
- **Inclusivity** Our hiring decisions align with our commitment to create a high-quality, diverse workforce.



Safer recruitment in education: information for applicants

Temple Grove Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.

The aims of our Safer Recruitment Procedures are to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

What we will provide

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post, including safeguarding responsibilities;
- a person specification which will include a specific reference to suitability to work with children; and
- A standard application form found on Kent Teach

All applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in employment history.



Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

References

References will normally be requested at the selection stage directly from the referee. They will be asked about:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare
- of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children; and
- whether the referee has any reservations as to the candidate's suitability to work with children.

If the referee has any reservations, the Trust/Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

We will also carry out online searches for all shortlisted candidates to identify any incidents or issues, related to suitability to work with children.

Pre-employment checks

- an enhanced DBS check is required for all successful applicants;
- Prohibition, social media and overseas checks will also be completed if necessary.



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How to Apply



The closing date for applications is Friday 7th March 2025 **at 12 noon** with interviews on Friday 14th March 2025

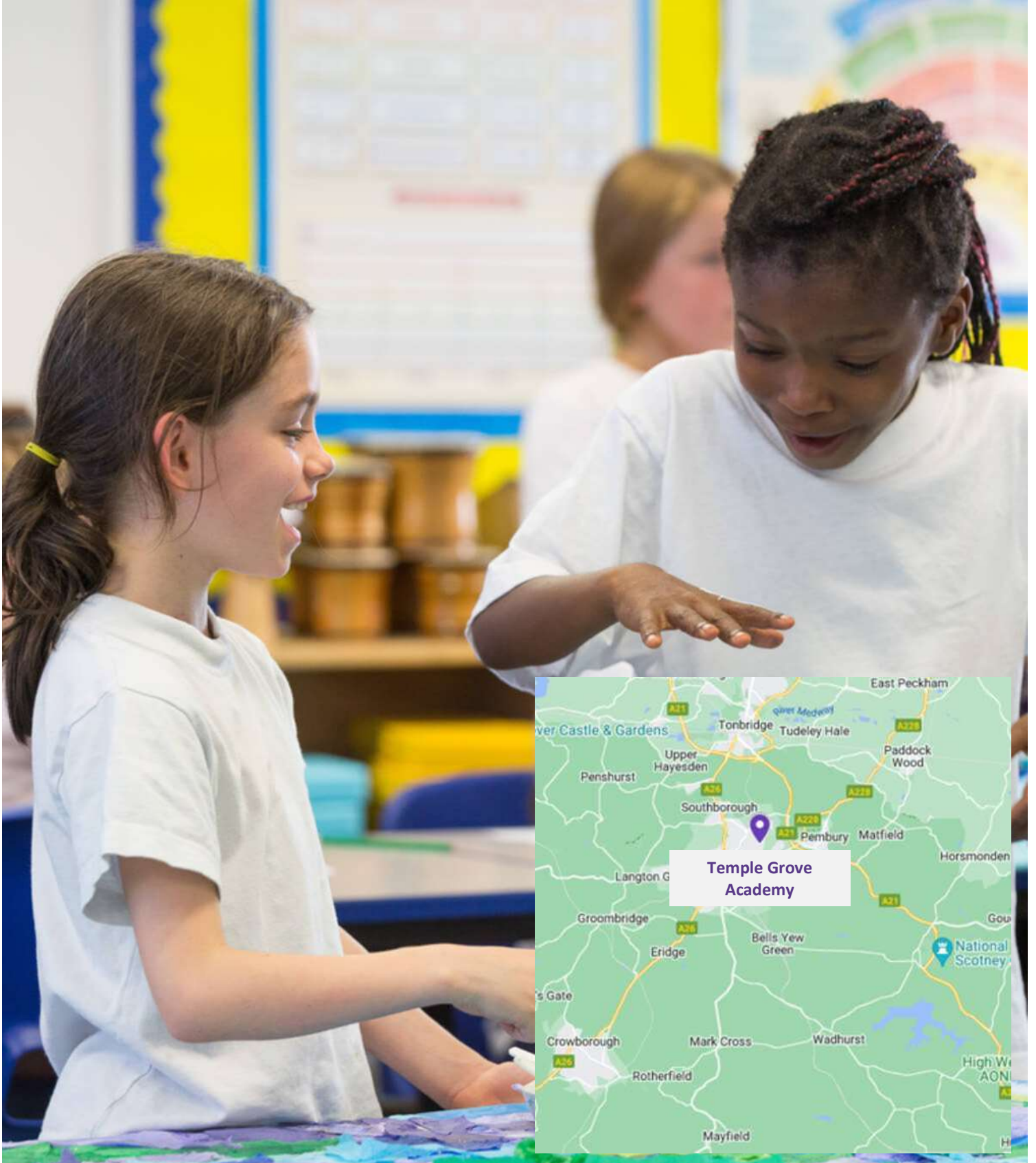
- Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification
- An application form is available on our Kent Teach Page [Temple Grove Academy, Tunbridge Wells](#).
- Temple Grove Academy will reimburse reasonable travel and accommodation costs to candidates attending interviews. You should retain copies of all receipts in relation to expenses incurred

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For more information about this position, or to have a confidential discussion about the role, please contact Mel Coleman on hr@templegroveacademy.com.

We look forward to hearing from you



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