



Temple Mill Primary School

Recruitment Pack Learning Support Assistant



Welcome to THAT

Thank you for your interest in joining The Howard Academy Trust. We are a family of 9 academies—4 primary, 4 secondary, and 1 alternative provision—working across Medway, Kent, and Bexley. As a Trust, we are committed to delivering the highest standards of education for all children and young people, regardless of their background.

Our vision, *“Working together to create a community of successful learners”* underpins everything we do. We firmly believe that every child deserves access to at least a good education, and we are proud that every academy within our Trust has maintained or improved its Ofsted rating. Notably, Temple Mill Primary School and Waterfront UTC made the remarkable journey from Special Measures to Good at their first inspection since joining us—a testament to the dedication and expertise of our staff.



At The Howard Academy Trust, we recognise that our people are central to our success. We are committed to supporting and developing our staff so that they, in turn, can provide an outstanding education for our students. Each of our academies serves its own unique community, and our role as a Trust is to provide the support, guidance, and collaboration needed to drive continuous improvement.

We are always looking for talented and passionate individuals to join our team. If you share our belief in the power of education and want to be part of an organisation that truly makes a difference, we would love to hear from you.



Owen McColgan
Chief Executive
The Howard Academy Trust



THAT Benefits

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.

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|  <p>Platinum Workplace Wellbeing Award</p> |  <p>Subsidised Private Healthcare</p> |  <p>Free flu jabs every autumn</p> |  <p>Employee Assistance Programme with Free Counselling</p> |  <p>Mental Health First Aiders in all schools</p> |
|  <p>Early finish for teaching staff on Fridays for CPD/PPA</p> |  <p>Multiple routes into teaching</p> |  <p>Opportunities for collaborative CPD</p> |  <p>Trust-wide training and networking events</p> |  <p>Career Progression and upskilling opportunities</p> |
|  <p>Bespoke in-house Into Leadership Courses</p> |  <p>LGPS/TPS Pension Scheme & Generous Contributions</p> |  <p>Competitive salary with annual pay progression</p> |  <p>Early salary withdrawal with Access EarlyPay</p> |  <p>Minimum 25 days annual leave for full time staff, plus bank holidays</p> |
|  <p>Discounted hire of school facilities</p> |  <p>Cycle to work scheme</p> |  <p>Free car parking at each Trust site</p> |  <p>EV Charging across sites</p> |  <p>On site catering with a full lunch menu</p> |
|  <p>Discounted gym membership</p> |  <p>A diverse and inclusive workplace</p> |  <p>Staff referral scheme</p> |  <p>Flexibility for life events</p> |  <p>Annual Trust Awards</p> |

We are happy to talk about flexible working.



Our Family of Schools



The Howard School
1,500 Pupils on Roll
Located in Rainham, Kent



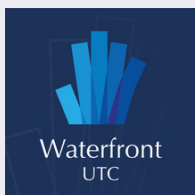
Temple Mill Primary School
240 Pupils on Roll
Located in Strood, Kent



Deanwood Primary School
230 Pupils on Roll
Located in Rainham, Kent



Thames View Primary School
450 Pupils on Roll
Located in Rainham, Kent



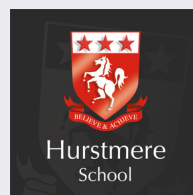
Waterfront UTC
370 Pupils on Roll Rated
Located in Gillingham, Kent



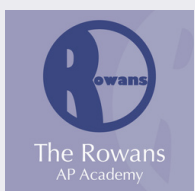
Miers Court Primary School
410 Pupils on Roll
Located in Rainham, Kent



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



Hurstmere School
960 Pupils on Roll
Located in Sidcup, London



The Rowans AP Academy
93 Pupils on Roll
Located in Chatham, Kent

Welcome to Temple Mill Primary School



We are a proudly inclusive school, and our aim is to equip children with the skills, knowledge and understanding to enable them to make informed decisions about the important things in their lives.

We are a single form entry school with eight classes, from Nursery to Year 6. As a small school, we soon get to know each other and we are pleased to enjoy positive partnerships with our parents and families.

At Temple Mill, we aim to provide the children with a curriculum which is broad, well balanced and above all stimulates the children to learn. To serve our pupils, our curriculum is designed to give our children a foundation of an appreciation of the local environment and their own life experience, then build from here to enable them to explore how this relates to the wider world and the possibilities that they will find there.

Our curriculum is designed to enable pupils to develop the social skills to self-regulate and function as independent members of society who are able to make decisions for themselves, resolve minor conflicts between themselves and their peers, and have the emotional literacy to understand a situation from another's perspective. A focus on developing oracy underpins our curriculum and seeks to build children's confidence and self-worth; this is seen as the foundation for their successful future. The well-being of our school community is promoted through the themes of kindness, respect and working together, which is enhanced by the active inclusion of personal development activities such as mindfulness, debate and participation in events such as class assemblies. Children are challenged in their learning, whatever their starting point, and are supported to become the best they can be.

Mrs Willson, Principal




NOR
251


Age Range
3-11


PP
20.7%


FSM
19.5%


SEN
19.9%


EAL
12%

Job Description

| | |
|-----------------------|---------------------------------------|
| Job Title: | Learning Support Assistant |
| Contract Type: | Part time, Fixed Term, Term Time Only |
| Remuneration: | NJC D2 points 4-11 |

Core Purpose and Scope

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

THAT Vision & Values

As a Trust, our Vision and Values are 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

Teaching & Support Staff play a vital role in making the education of the 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 always conduct themselves professionally, treating students and staff with mutual respect, regardless of personal beliefs, in accordance with Trust ethos, policies and practices.

Purpose of the Job:

To support teaching and learning by assisting Classroom Teachers, parents, and colleagues in creating an effective learning environment. Ensure classrooms and resources are prepared and organised as directed by the Classroom Teacher.

Key responsibilities:

- To support individuals and groups of students to help them learn
- To support teachers, parents and other colleagues to help create an effective and purposeful learning environment
- Promote inclusion and acceptance of all students in the school, including those with physical, learning and behaviour difficulties
- Work with teachers to assess the needs of individual students
- To encourage independence self - help skills and good standards of personal hygiene and care in students through social training and modelling
- To participate in the development of home school liaison including information evenings, parent consultations, home visits etc
- To develop knowledge of a range of learning support needs relevant to the school
- To develop an understanding of the specific needs of students to be supported
- To manage students as advised by the Classroom Teacher
- To establish a warm and supportive relationship with the student concerned
- Work with the SENCO/Inclusion Lead and other teachers to implement the EHCP and develop resources for students for have additional learning needs
- Contribute to planning and facilitating learning for the class, groups and individuals
- Observe, record and feedback information of student's achievements
- Assist in creating materials for curriculum delivery and display board
- Assist with whole class teaching and cover the Classroom Teacher where appropriate
- Assist with behaviour management within and outside of the classroom

Administration:

- Observe, record and feedback information on student 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. internet, intranet, E-mail)
- 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 students 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 Principal 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

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"> • Evidence of ongoing Professional Development • First Aid Training |
| 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"> • Clear understanding of the role of parents and the community in school improvement and how this can be practised and developed • Effective use of data to analyse performance and manage interventions to measure the impact this can have on achievement and attainment | <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 these impacts on morale, high expectation, and high standards |
| 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 • 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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THE HOWARD
Academy Trust