



TEACHING ASSISTANT/HIGHER LEVEL TEACHING ASSISTANT

Scale 3 or Scale 5

Start Date

As Soon As Possible



Endeavour

Teaching School Alliance | Learning today, leading tomorrow



REACH2
ACADEMY TRUST

Tidemill Academy, 11 Giffin Street, Deptford, SE8 4RJ

Tel: 0208 692 3470

Website: www.tidemill.net

Twitter: @TidemillAcademy

Higher Level Teaching Assistant

Grade: Scale 5 (Sp 23-25), £24,738 to £26,136 (Actual salary - £21,106.46 to £22,299.24)

OR

Teaching Assistant

Grade: Scale 3 (Sp 15-17), £20,580 to £21,252 (Actual salary - £17,558.86 to £18,132.21)

35 hours per week, term-time (39 weeks per year), pro-rata for term-time working @ 85.32%

We currently have a vacancy in EYFS for a talented HLTA or TA. You will be working in an exciting classroom where learning is always fun and engaging and excellent relationships exist between staff and pupils. Tidemill Academy is a National Teaching School with an outstanding reputation for being creative, innovative and at the leading edge of educational reform. Situated next to the busy and diverse Deptford High Street, only 6 minutes from London Bridge by train, 11 minutes from Cannon Street and Waterloo and accessible by DLR, Tidemill is a haven where children from all backgrounds flourish. Our children not only achieve excellent results – they sleep over at the Science Museum, surf in Devon, compete at the London Youth Games, are djembe drummers, make their own branded chocolate, exhibit at art galleries, set up blogs and perform Shakespeare at the theatre! They do all this in an award winning building with exceptional facilities.

Our wonderful EYFS team and our children deserve the very best. Do you think you have the talent and dedication to make the difference for a very deserving community?

Visits to the school are warmly welcomed so you can see our fantastic facilities and have a chance to meet the pupils, staff and senior leadership team. Visit times have been scheduled (45 min duration). If you would like to visit the school, please email admin@tidemillacademy.org stating the position that you are interested in applying for and which visit you have chosen to attend.

The application pack is available for download from the REAch2 website, the Lewisham council website, TES jobs or the Jobs Go Public website (www.jobsgopublic.com) or by email from the school admin@tidemillacademy.org. Alternatively, you may like to collect the pack when you come for your walk-round.

Key Dates:

Visits: Mon 4th December @ 4.30pm / Tues 5th December @ 8.30am

Closing date: Tuesday 12th December @ 9am

Shortlisting: Tuesday 12th December AM

Interviews: Monday 18th December

Completed applications should be returned to:

Lisa Turner, Office Manager

Tidemill Academy

11 Giffin Street, London, SE8 4RJ



Email applications to admin@tidemillacademy.org will be accepted as long as you follow this up with a signed copy in the post.

The successful candidate will have to meet the requirements of the person specification and will be subject to an advanced DBS check. Only applications submitted on the school's application form will be considered. We welcome applications regardless of age, gender, ethnicity or religion.

Tidemill Academy is committed to safeguarding and protecting the welfare of children and staff. The successful candidate will be subject to an enhanced DBS disclosure. We are an equal opportunities employer.

JOB DESCRIPTION - TEACHING ASSISTANT (SCALE 3)

Designation:	Teaching Assistant (Scale 3)
Reports to:	Deputy Head & Phase Leader
Location:	Tidemill School
Grade:	Scale 3 (SP15 - £20,580 to SP17 - £21,252) pro-rata for term-time working @ 85.32% (£17,558.86 to £18,132.21)
Hours:	35 hours (8.30am to 4 pm or 5pm) to allow for attendance at Monday professional development sessions and team planning meeting (night varies according to key stage) and includes 2 lunch duties. Additionally, TAs run an after school club one night per week which is claimed as overtime.

Main Purpose of the Job

The Teaching Assistant will be a member of a multi-disciplinary team, under the leadership and supervision of the teacher/senior staff: will advance pupil learning; implement work programmes for individuals/groups and supervise physical/general care of pupils, including those with SEN; enable access to learning for pupils and assist the teacher in the management of pupils and the classroom.

Main Duties and Responsibilities

SUPPORT FOR PUPILS

- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes, including intimate care, where required
- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities

SUPPORT FOR TEACHERS

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work. This includes the Virtual Learning Environment.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems etc.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive and supportive relationships with parents/carers and pupils
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work
- Provide general clerical/admin support e.g. administer work, produce worksheets for agreed activities, photocopying, filing, inputting data etc.

SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake literacy and numeracy programmes, recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person
- Be aware of confidential issues linked to home/pupil/teacher/school/work and to keep confidences, as appropriate
- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in relevant meetings as required
- Participate in training, other learning activities and performance development
- Assist with the supervision of pupils out of lesson times, including before and after school
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- Undertake first aid training and administration of first aid, as required

SPECIAL CONDITIONS OF SERVICE

A check as to the existence and content of any relevant criminal record will be requested from the Disclosure and Barring Service after a person has been selected for appointment. Refusal to agree to a check being made could disqualify you from being considered for the appointment. Under the Rehabilitation of Offenders Act 1974, you have the right not to disclose details of 'spent' convictions. However, for certain jobs, employers are allowed to ask about these offences. The Rehabilitation of Offenders Act 1974 (Exception Amendment) Order 1986 sets out details of all jobs to which this applies and the job you have applied for is included in the list. The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found in the attached guidance.

Please give details of any relevant criminal convictions that you may have. The disclosure of a criminal record may not necessarily prevent you from being appointed. The nature of the offence, how long ago it took place, your age at the time and any other relevant factors may be considered when a decision is made. Please note that some convictions are never considered 'spent' under the terms of the Act.

EQUAL OPPORTUNITY

The post holder will be expected to carry out all duties in the context of and in compliance with the Trust's Equal Opportunities Policies.

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

PERSON SPECIFICATION– TEACHING ASSISTANT

The person specification is a picture of the skills; knowledge and experience needed to carry out the job. It has been used to draw up the advert and will also be used in the short listing and interview process for the post. If you are a disabled person and are unable to meet some of the job requirements specifically because of your disability, please say this in your application. If you meet all the other criteria you will be shortlisted and we will explore jointly with you if there are ways in which the job can be changed to enable you to meet the requirements. Those categories marked 'S' will be used especially for the purposes of shortlisting.

CATEGORY	SHORTLISTING CRITERIA (Marked 'S')
Job related knowledge/aptitude/skills:	
Qualifications/Training	
English & Maths GCSE with very good numeracy/literacy skills	S
Completion of DfES Teacher Assistant Induction Programme	Desirable
NVQ 2 in teaching assistance or equivalent qualifications or experience	Desirable
Training in the primary curriculum.	Desirable
First aid training/training in specific medical procedures, as appropriate, or a willingness to be trained	S
Experience	
Experience or interest in working with children of relevant age	S
Experience in planning class activities, selecting or developing appropriate materials	Desirable
Working with children with statements of Special Educational Needs/EHCPs	Desirable
Knowledge & Skills	
Effective use of ICT to support own professional activities and to advance pupil learning	S
Working knowledge of relevant policies/codes of practice and awareness of relevant legislation including safeguarding and health & safety	S
General understanding of national curriculum and other basic learning programmes	S
Ability to demonstrate an understanding of child development and learning	S
Ability to self-evaluate learning needs and actively seek learning opportunities	S
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	S
Ability and commitment to implement the school's ethos, acting as a positive role model	S
Good interpersonal skills with children and adults. Demonstrate ability to communicate with pupils and raise their attainment in the classroom and playground	S
Ability to contribute to planning pupil activities and monitoring and recording their achievement, leading to progress	S
Ability to support children in making positive choices for behaviour and well-being.	S
Personal Qualities	
Ability to act calmly and quickly under pressure or in an emergency	S
Demonstrate a positive attitude to learning and a commitment to professional development	S
Reliable, conscientious and proactive.	S
Physical and sensory ability to undertake the duties of the post with or without aids.	S
Equal Opportunities	
A commitment to implement the school's equal opportunity policy	S
Demonstrate a clear understanding of equal opportunities issues as they affect pupils and their families	S

This post is exempt from the Rehabilitation of the Offenders Act. Any criminal convictions will need to be declared if you are appointed.

JOB DESCRIPTION - HIGHER LEVEL TEACHING ASSISTANT (SCALE 5)

Designation:	HLTA (Scale 5)
Reports to:	Deputy Head & Phase Leader
Location:	Tidemill School
Grade:	Scale 5 (SP23 - £24,738 to SP25 - £26,136) pro-rata for term-time working @ 85.32% (£21,106.46 to £22,299.24)
Hours:	35 hours (8.30am to 4 pm or 5pm) to allow for attendance at Monday professional development sessions and team planning meeting (night varies according to key stage) and includes 2 lunch duties. Additionally, TAs run an after school club one night per week which is claimed as overtime.

Main Purpose of the Job

Working under guidance of teaching staff: implement work programmes for individuals /groups (this could include those requiring detailed and specialist knowledge in particular areas); assist in whole planning cycle and management/preparation of resources; provide cover for whole classes for short periods under an agreed system of supervision.

Main Duties and Responsibilities

SUPPORT FOR PUPILS

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of IEPs & Personal Care Programmes, including intimate care, where required
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement.

SUPPORT FOR TEACHER

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work. This includes the Virtual Learning Environment.
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans, as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records, as requested
- Undertake marking of pupils' work and accurately record achievement/progress
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- Administer and assess routine tests and invigilate exams/tests
- Provide general clerical/admin support e.g. administer work, produce worksheets for agreed activities, photocopying, filing, inputting data etc.

SUPPORT FOR THE CURRICULUM

- Plan & implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement literacy and numeracy programmes and make effective use of opportunities provided by other learning activities to support the development of literacy and numeracy skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment resources

SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person
- Be aware of confidential issues linked to home/pupil/teacher/school/work and to keep confidences, as appropriate
- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training, other learning activities and performance development
- Recognise own strengths and areas of expertise and use these to advise and support others
- Assist in the supervision, training and development of staff
- Undertake planned supervision of pupils out of lesson times, including before and after school
- Supervise pupils on visits, trips and out of school activities
- Undertake first aid training and administration of first aid, as required

SPECIAL CONDITIONS OF SERVICE

A check as to the existence and content of any relevant criminal record will be requested from the Disclosure and Barring Service after a person has been selected for appointment. Refusal to agree to a check being made could disqualify you from being considered for the appointment. Under the Rehabilitation of Offenders Act 1974, you have the right not to disclose details of 'spent' convictions. However, for certain jobs, employers are allowed to ask about these offences. The Rehabilitation of Offenders Act 1974 (Exception Amendment) Order 1986 sets out details of all jobs to which this applies and the job you have applied for is included in the list. The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found in the attached guidance.

Please give details of any relevant criminal convictions that you may have. The disclosure of a criminal record may not necessarily prevent you from being appointed. The nature of the offence, how long ago it took place, your age at the time and any other relevant factors may be considered when a decision is made. Please note that some convictions are never considered 'spent' under the terms of the Act.

EQUAL OPPORTUNITY

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This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

PERSON SPECIFICATION - HIGHER LEVEL TEACHING ASSISTANT

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CATEGORY	SHORTLISTING (Marked 'S')
Job related knowledge/aptitude/skills:	
Qualifications/Training	
Higher Level Teaching Assistant or equivalent qualification with relevant experience	S
English & Maths GCSE with very good numeracy/literacy skills	S
Training in particular curriculum / learning areas eg. bi-lingual, sign language, dyslexia, ICT, Maths etc	Desirable
First aid training/training in specific medical procedures, as appropriate, or a willingness to be trained	S
Experience	
Experience working with children of relevant age	S
Working with children with statements of Special Educational Needs/EHCPs	S
Leading whole class teaching with very good behaviour management	S
Planning class activities, selecting or developing appropriate materials	S
Knowledge & Skills	
Effective use of ICT to support own professional activities and to advance pupil learning	S
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation including safeguarding and health & safety	S
Working knowledge of the national curriculum and other relevant learning programmes	S
Ability to demonstrate a strong understanding of child development and learning	S
Ability to self-evaluate learning needs and actively seek learning opportunities	S
Ability to relate well to children and adults	S
Ability and commitment to implement the school's ethos, acting as a positive role model	S
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	S
Ability to contribute to planning clearly structured, motivating pupil activities, monitoring and recording their achievement, leading to progress	S
Ability to work with pupils individually, in groups and when covering whole classes, maintaining good behaviour and learning outcomes	S
Ability to work flexibly as a team member and ability to relate successfully to both support staff and teaching staff in the school	S
Good interpersonal skills with children and adults. Demonstrate ability to communicate with pupils and raise their attainment in the classroom and playground	S
Personal Qualities	
Ability to act calmly and quickly under pressure or in an emergency	S
Demonstrate a positive attitude to learning and a commitment to professional development	S
Reliable, conscientious & proactive.	S
Physical and sensory ability to undertake the duties of the post with or without aids	S
Equal Opportunities	
A commitment to implement the school's equal opportunity policy	S
Demonstrate a clear understanding of equal opportunities issues as they affect pupils and families	S

This post is exempt from the Rehabilitation of the Offenders Act. Any criminal convictions will need to be declared if you are appointed.

School Context

Tidemill Academy is an outstanding, two-form entry primary school situated next to the busy and diverse Deptford High Street. Our school is co-located with the golden Deptford Lounge building, which we moved into in January 2012 as part of a £29 million Giffin Street Regeneration programme. This development means that we have great sports facilities, professional stage lighting and state of the art technology, classrooms & learning environments. We are now a key feature of the Deptford landscape and are symbolic of the wider regeneration sweeping through the area. Deptford is well-located, only 11 minutes from Cannon Street and Waterloo and accessible by DLR (walking distance from Deptford, Deptford Bridge and New Cross stations & only 6 minutes from London Bridge by train (on its full reopening in January, 2018). Deptford is also served by many buses.



Our football pitch on the roof and playground

Deptford has a rich maritime history, is accessible to Greenwich on foot and is well located to explore the many educational attractions of London and beyond. At the heart of Deptford and almost on our doorstep is the colourful market, the food and fruit and vegetable stalls highlighting the diversity of the local community. Although the school's main catchment area is in a deprived area of Lewisham, it is increasingly becoming a cultural hub with many exciting and well-known community projects such as Deptford X. There is a thriving arts scene with the Laban Dance Centre, a number of local galleries, studio spaces and the Albany theatre just a stone's throw away from the school.

Tidemill has a truly rich and diverse community. Culturally, our pupils are 85% other than white British. The ethnic groups most represented at Tidemill are Other Black African (21%), White British (15%), Black or Black British Caribbean (9%), White European (9%), Chinese (7%) and Somali (6%). At the last count, our pupils speak over 50 different languages. At Tidemill we have high levels of pupils receiving the Pupil Premium (50% currently). We have a very successful track record of supporting these pupils, often at least doubling the progress percentages of all pupils nationally.

Vision

Our vision for Tidemill is clear; we believe that our children must have the best possible education in order to improve their life chances. This vision is met through our aims which are to:

- Equip children with the skills and attitudes needed to succeed in the 21st century
- Have high expectations of every child and value them as individuals
- Utilise creativity to promote life-long learning
- Celebrate diversity, challenge prejudice and bullying
- Provide a safe and supportive environment which empowers children to achieve their best
- Have strong, meaningful links with parents, carers and the local and global community

To achieve our vision, our focus is on a determined and relentless effort to raise standards within the context of high quality educational provision. There is a strong 'can do' ethos and the energy and vision to make a genuine difference to the lives of those in our whole school community. There is a clear understanding that the highest standards for children will only be achieved through the use of a wide range of focused strategies impacting on children as well as their families. Education, in the formal sense, is at the heart of this, but the time pupils spend at Tidemill in and beyond the core school hours include a wide range of enrichment opportunities targeting both pupils and parents. All of this is set in the context of a school where visitors regularly remark on the quality of positive relationships between and among staff and pupils.

Staff Benefits

Our staff team are exceptional and we reward them with additional benefits over and above the National Pay and Conditions in recognition of their dedication and commitment:

- Outstanding CPD and opportunities to write and lead teaching programmes
- Interest free loans for bicycle purchase
- Staff children listed in the admission criteria
- Childcare voucher scheme

Staff Team and Structures

Tidemill enjoys generous staff/pupil ratios with full-time teaching assistants or Higher Level Teaching Assistants in all classes, specialist music, PE and art teachers to cover PPA and additional teaching staff providing interventions. KS2 children are taught Spanish by a specialist.

We also have a 'Place2Be' work within the school to provide a valuable therapy service to children and parents experiencing difficulties. Our Enrichment Leader organises our playground activities at break-times (sports, free play, quiet zone, Rainbow club) and our extensive range of after school clubs.



Our fabulous staff team – World Book Day (actually World Book Week at Tidemill)

Team working is a noticeable feature of our school culture. Each phase, EYFS, KS1 and lower and upper KS2 are led by leaders who shape and develop the curriculum for their phase and organise many aspects of the day-to-day running of the classes. They are also well-positioned to be involved in quality assurance of provision, in the implementation of school policy and contributing to the school vision.

Subject leaders are well supported by the Senior Leadership Team and are instrumental in innovation and ensuring best practice in their areas. The school is well resourced and all areas have a generous budget attached. Subject leaders play a key role in developing the practice of peers and actively contribute to the school's CPD programme.

Speech, Language and Communication Resource Base

Tidemill has a well-established Speech, Language and Communication resource base (S&LRB). Consisting of a specialised teaching team including speech and language therapists, this resource has a huge benefit for all of our children, as well as to children joining us as part of the base. Many unique features of the teaching styles and approaches have been assimilated into our mainstream teaching. Children who attend the base also have a mainstream class that they generally return to for one afternoon per week, with adult support, to access lessons taught by specialists including music and PE.

Curriculum

Creativity has always been at the heart of Tidemill's curriculum and our staff know that we get the best from our pupils when they have ownership and are totally engaged in their learning. We teach the exciting International Primary Curriculum (IPC). The IPC is a thematic approach with units as diverse as 'Saving the Rainforest', 'Young Entrepreneurs' and 'Chocolate'. It strives to develop pupil's empathy and an awareness of their place in the world. English and Maths follow the national curriculum but are integrated with foundation subjects, where possible.

Woven throughout our curriculum and explicitly taught are our agreed Tidemill Attitudes and Skills. They are: curiosity, integrity, enthusiasm, creativity, respect, tolerance, empathy, resilience and communication, social, investigative, critical thinking and self-management skills. Pupils have a thorough understanding of these and they make a strong contribution to the excellent learning behaviours seen across the school. Alongside this, is our clear and effective Positive Behaviour policy which is operated consistently across the school. Children enjoy coming to school which is reflected in the high attendance levels which have been above national for at least nine years.



Summer Production

Key to strong performance

Parental support and involvement is a top priority and very important to our success. We have high expectations of parents and they come into school regularly to support their child. Parents enjoy the range of activities that we offer to enable them to enhance their children's education. This includes a range of very well-attended workshops such as Inspire Workshops, Reading and Phonics sessions, Stay and Play Mornings and specialist SEN Workshops. We also have a Family Liaison Officer who works with parents to provide support, as needed, and signposting to other services. To get a feel for the strength of parental support, please take a look at 'Parent View'.

Pupil Voice

Pupil voice and involvement is a significant aid to learning, through the formal structures of the School Council but also through the Pupil Advocates and in the quality of the pupils' responses to questionnaires and the enthusiasm they show about becoming involved in school improvement initiatives.

When we asked our children to tell us what they thought about their school, these are the words they came up with. Our children are amazing!



Endeavour Teaching School Alliance (National Teaching School)

Tidemill has a long history of sharing expertise and excellence and, in March 2013, Tidemill gained National Teaching School status. This has enabled us to continue our work supporting other schools and additional funding has meant that we have been able to expand into other areas, such as educational research. This ensures that Tidemill is at the cutting edge of teacher development and training.

The Endeavour Teaching School Alliance includes our strategic partners Robert Fitzroy Academy, Aerodrome Academy, REAch2 and the UCL Institute of Education. Together we work to develop schools in our network and beyond in the areas of:-

- Initial Teacher Training
- Peer-to-Peer professional and leadership development
- Identifying and developing leadership potential
- Designating and brokering Specialist Leaders in Education
- Research & Development

Tidemill is formally linked with the UCL Institute of Education and supports trainee teachers gaining QTS through PGCE and Teach First training routes. We are in our third year of running a successful School Direct programme, with the majority of our trainees achieving 'outstanding'. We deliver professional development programmes for teachers including Towards Excellence 1 and 2, a NQT programme, Speech & Language programmes and one day specialist courses including Art. Many Tidemill staff completed facilitator and coaching training and contribute to leading our programmes.

We are proud of our home-grown talent and no less than 11 TAs have successfully trained as teachers in the past 5 years, some of whom have remained at Tidemill, through the GTP, Teach First and School Direct. Additionally, since 2012/13, Tidemill has been working closely with REAch2 to give high quality school-to-school support to schools in need. The impact of our work has been recognised in HMI inspections in under-performing schools – as well as improving education for pupils in these schools, our teachers have also gained professional development from this work. Several teachers have achieved Specialist Leader of Education status and lead on cross-borough support.

Academy Status

In September 2011, we became one of the first primary convertor Academies in London. We still have National Pay and Conditions, the same working hours and the same holidays and professional development days.....but we now have additional freedoms to ensure that the school is the best it possibly can be for our children and community. Whilst still continuing to work closely with our local schools, we joined REAch2 which is the largest primary only academy chain in the country. This has allowed us to develop positive networks with other schools and partners who support and challenge us. We work particularly closely with our South Central region made up of eleven schools. Tidemill still has our own individuality, allowing us to meet the needs of our children locally, as well as having the benefit of working with the wider Trust.

The Future

Having established ourselves within REAch2 Academy Trust and as Endeavour Teaching School, we are ready to continue our journey. These are exciting times for Tidemill and we are looking for exceptional experienced teachers, as well as capable, enthusiastic teachers early in their career who can be supported and nurtured by our talented staff, to join our vibrant team. On the following pages, we have included quotes from a small selection of our staff which we hope will give you even more of a flavour of what it is like to work at Tidemill.

Tidemill is a busy, innovative school which has always worked flexibly with positions and start dates to secure the right staff. Please feel free to speak with the Head if you would like to discuss your career aspirations, start date or just to get a feel for whether the school is the right place for you.

Sounds like the school for you? Come in to have a chat!