



The Howard School

Candidate Briefing Pack

Teaching Assistant





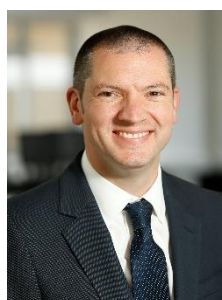
The Howard Academy Trust aims to create a close knit family of Good and Outstanding schools through partnership, challenge, accountability and support within a cooperative framework.

We are an innovative and creative Trust, responding to the ever-changing needs of our students and the demands from higher education and employers. We recognise and emphasise the importance of aspiration, energy and ambition.

From August 2017, The Howard Academy Trust will comprise of 5 academies (1 secondary and 4 primary) with two more schools scheduled to join in the next academic year.

Our Trust values all staff working within our academies. We have a growing reputation for being a good and supportive employer. Our aim is to make our Trust the best place in Medway to work, develop and learn. We have a commitment to high-quality Continued Professional Development for all and endeavour to ensure that all staff are happy and equipped to support students on their learning journey.

Paul Morris
Chief Executive
The Howard Academy Trust



Thank you for your interest in the post of Teaching Assistant at The Howard School. I am determined to recruit a talented individual who shares our vision of providing a first-class education to all our students. You will show the drive, tenacity and ability to realise this ambition, and demonstrate a commitment to your own education and to yours and others' professional development. This role is one where you must provide clear leadership, challenge and support to others and you must have the capacity to do this in a way that is professional, based on evidence and motivates your colleagues.

Our local and national reputation as a school where results challenge the stereotypical view of underachievement in young men continues to grow, as does the perception that we hold to traditional values in standards of behaviour and uniform. We are an innovative and creative school, responding to the ever-changing needs of our students and the demands from higher education and employers. To further this, a number of exciting changes are planned for the near future to support our drive towards excellence.

I am determined to ensure The Howard is the best school in Medway and beyond in which to teach, work and develop. Our success has been built on the commitment, professionalism and aspirations of our staff. It is a place where people want to work as there are opportunities for progression. I hope my resolve to take the school to the next level is evident and, while I recognise that this is by no means easy, that this is the very least we should be doing for our community. The successful candidate will be someone who is genuinely up for the challenge. In return, we can promise an investment in you and your future, offering a competitive remuneration package, providing first class professional development and career opportunities.

I look forward to receiving your application.

Terry Millar
Headteacher

Striving for progress, excellence and positive change

We aim to create a close knit family of Good and Outstanding schools through partnership, challenge, accountability and support within a cooperative framework.

We are committed to enhancing the life chances of young people by improving their educational achievement.

Schools within the Trust will retain their unique and individual character.

We strive for excellence and aim to bring about transformational change where necessary in schools.

We are truly inclusive and aim to establish the highest expectations for young people and all those who work with them.

As a Trust we have four fundamental tenets:

- We strive to create a culture of dignity, respect and trust in all our schools
- There is no ceiling to achievement for young people
- All staff have the right to exceptional professional development
- Our moral purpose is to make a positive difference to the lives of young people.

Our Family of Schools



Deanwood Primary School
210 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



Temple Mill Primary School
210 Pupils on Roll
Sponsored by The Howard Academy Trust
Located in Strood, Kent



**THE
HOWARD
SCHOOL**

The Howard School
1,500 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



Thames View Primary School
420 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



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

Further information about our academies can be found at www.thatrust.org.uk

The Howard Academy Trust value employees that work for our organisation. The following benefits are available to employees within our academies.

Financial

- Salary
- Pension
- Sick Pay

Family Friendly

- Maternity, paternity and adoption leave
- Parental and dependent care leave
- Flexible working



Employee Benefits - Permanent Contracted Employees & Fixed Term

- Childcare Vouchers - Purchase of Childcare Vouchers provided by Edenred
- Free Confidential Counselling Service

Professional Development

- Access to Middle and Senior Leadership Courses
- Role specific training courses for Associate Staff



History of The Howard School



The Howard School was established in 1975 by amalgamating Rainham Boys Secondary School and Gillingham Boys Grammar School to form a bi-lateral school. A bi-lateral school is one where admission to the grammar school section can be by 11 plus selection and admission to the high school section is non-selective.

The school was named after Dorothy Howard who played a major part in the local community.

Since opening there have been five Principals:

- John Hicks: 1975 to 1987
- Alan Jarrett: 1987 to 1997
- Maurice Barry: 1997 to 2001
- David Smith: 2002 to 2007
- The Honourable Paul Morris: September 2007 - December 2015

The Howard School became a Grant Maintained School in 1994 when we left the control of Kent County Council. Following a change of Central Government, we became a Foundation School in 1998. Although a Foundation School we worked very closely with the local authority. The school became a Specialist Sports College with ICT as the second strand in 2007. In October 2014, the school became an Academy and the core of The Howard Academy Trust.

We are a high achieving successful 11 to 18 school.

Since 2008, The Howard School has been and remains one of the highest achieving non-selective schools in Medway, Kent and the South-East of England. We believe The Howard School is one of the highest achieving boys' non-selective schools in the country.



Teaching Assistant Job Description

Job Title:	Teaching Assistant
Department:	Learning Support
Responsible to:	AEN Co-Ordinator
Remuneration:	NJC Grade D2 – Points 12-17

General description of the post

The holder of this post is expected to carry out the professional duties of a Teaching Assistant as described below, as circumstances may require and in accordance with the school's policies under the direction of the Head of School. The post-holder is required to fully support the vision, ethos and policies of the school.

The post-holder should have regard for the aims of the school, as part of the school community take general responsibility for promoting and safeguarding the welfare of children and young persons, and be a positive and helpful member of the school support team. The post-holder is required to fully support the vision, ethos and policies of the school.

School Improvement Plan Priorities

Support Staff within the school are expected to make a valuable contribution to the School Improvement Plan priorities for the current academic year:

- Enhance the quality of our teaching
- Increase the level of challenge and support for our students
- Improve the amount of progress all groups of students make.

Values and behaviour

Support staff make the education of the pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Support staff act with honesty and integrity; have strong subject knowledge, 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 their pupils.

Personal and professional conduct

Support staff are expected to demonstrate good standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout your career.

It is important to maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others and not undermining fundamental British values, including:
 - democracy, the rule of law, individual liberty and mutual respect, and
 - tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Support staff must have proper and professional regard for the ethos, policies and practices of the school in which they work, and maintain high standards in their own attendance and punctuality

Teaching Assistant Duties:

- To work as a member of the LSA Team, providing smooth-running support services to the School and its Staff.
- Being aware of the likely needs of specified students.
- Anticipating the implication of these needs in a variety of teaching/learning situations.
- Assisting subject teachers to meet students' needs which may involve:
 - Modifying work set to suit the student(s) by simplifying, e.g. the language of books, worksheets etc. or by setting adapted (differentiated) tasks
 - Working with individuals or groups of students on a planned basis;
 - Passing on information about the student gathered in other contexts to the subject teacher.
- Supporting subject teachers as a general helper for the whole class thus allowing the subject teacher more flexibility to work with individuals or groups.
- Keeping records of work undertaken, observations made and targets monitored in a format agreed with the Head of Learning Support.
- Being aware of appropriate resources that are available and bringing them to the attention of the teacher.
- Acting as an extension of the School's pastoral system by acting as a listening ear and confidante for students.
- Providing general support for students who are re-integrating into school following prolonged absence /change of school /exclusion.
- Taking advantage of opportunities for in-service training in order to further professional development.
- Liaising with subject faculty staff to share experiences and observations with colleagues.
- Enter incidents onto SIMS when required.
- Any other reasonable duties, including administration duties, required by the Line Manager.

Additional responsibilities:

- Play a full part in the life of the school community, supporting our mission and ethos, encouraging staff and students follow this example, including representing the school in a professional and positive light at all times and to all stakeholders.
- Be fully compliant with the schools safeguarding policies and contribute to the safety and supervision of students.
- Maintain a high degree of confidentiality with regard to issues concerning staff and students. Respond positively with tact, sensitivity and awareness to students and parents in relation to duties undertaken.
- Organise workload and prioritise on a daily basis using own initiative and knowledge of the work, with minimum direct supervision, and undertake appropriate training.
- Undertake other responsibilities at this level as required.

CONDITIONS OF EMPLOYMENT:

The post is graded at NJC D2 Points 12 – 17.

The working week is 25 hours per week. Full time equivalent working week is 37 hours per week.

This Job Description does not form part of the Contract of Employment and the duties may be varied to meet the changing demands of the school at the reasonable discretion of the Line Manager and following consultation with you and will be reviewed annually as part of the appraisal process.

The Howard School

Person Specification

Post: 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 & Qualifications	
<ul style="list-style-type: none"> • Good basic education to GCSE level in literacy and numeracy, or the equivalent • GCSE Grade C or above in English and Maths 	<ul style="list-style-type: none"> • Certificate or Diploma in Childcare and Education • Teaching Assistant Qualification
Experience	
<ul style="list-style-type: none"> • The LSA should have experience of: working with children, perhaps as a parent or voluntary worker (eg as a Brownie or Cub leader) 	<ul style="list-style-type: none"> • In addition, the LSA might have experience of being a paid worker in play schemes, crèches, midday supervision, after school clubs or similar • Previous teaching assistant experience is preferred but not essential
Knowledge and Understanding	
<ul style="list-style-type: none"> • The LSA should have knowledge and understanding of the needs of children and diversity • The role of the LSA in safeguarding child development and the ways in which children learn • the roles played by various adults in a child's education • Ability to manage time effectively to complete tasks to a high level • Ability to work both alone and within a team to achieve specified standards • Be flexible to changing demands of the post • Ability to respect and value the difference experiences, ideas and backgrounds others can bring to work and teams • To undertake any training relevant to the role • 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 	

Characteristics and Competencies	
<ul style="list-style-type: none"> • The LSA will be able to help professional staff to achieve their objectives and assist children on an individual basis, but also work as a member of a team • explain tasks simply and clearly • supervise and control children, and adhere to defined standards • accept and respond to authority and supervision • work with guidance, but under limited supervision; • display work effectively, and make and maintain basic teaching resources • Excellent listening, verbal and written skills • High degree of accuracy • A high level of integrity and confidentiality • Interpersonal awareness and concern for impact • Ability to cope under pressure • Dynamic and motivational • Openness to learning and change • Ability to use initiative and be proactive • Ability to promote the school's aims positively • Ability to develop good personal relationships within a team; making an effective contribution to high morale • Ability to create a happy, challenging and effective learning environment • A solution-focussed mind-set and determined "no-excuses" approach to raising standards • A personable nature to build effective relationships with parents and all members of the school community • Ability to keep up to date on relevant policies and procedures in line with the duties identified in the job description • Ability to work to professional standards, to develop effective working relationships • Ability to be flexible and well organised to manage, at times, unpredictable and variable workloads • Ability and keenness to promote the school's positive culture and ethos 	<ul style="list-style-type: none"> • In addition, the LSA might also be able to: <ol style="list-style-type: none"> 1. monitor, record and make basic assessments about individual progress; 2. suggest alternative ways of helping children if they are unable to understand; 3. describe, in simple terms, the process of behaviour management with children; 4. identify gaps in their own experience that they need help in filling; and 5. demonstrate the ability to learn and adapt from past experience.

Application Process

Application Process

We will review applications as they are received and contact those shortlisted for interview. Early applications are encouraged as we will close the recruitment process once a suitable candidate is appointed.

Applicants should apply via our online application process on the following link:

<http://www.thehowardschool.co.uk/322/vacancies>

Important Information for Applicants

Closing Date: midday on Friday, 21 September

Interviews: To be confirmed

Person Specification

This specification sets out the criteria which will be used to shortlist candidates for interview and during the interview process.

We hope you find the information in this pack useful. Should you have any further queries, please do not hesitate to contact Sharon Teachen, HR Manager, on 01634 265771 or email hr@thatrust.org.uk.