

THE SKINNERS'
KENT ACADEMY



PRIDE IN **OUR SUCCESS**

TEACHING ASSISTANT – PART-TIME

Information for Candidates

June 2024

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

INTRODUCTION FROM THE PRINCIPAL



Dear Candidate,

I am delighted that you are interested in a position with The Skinners' Kent Academy.

The Skinners' Kent Academy is a non-fee paying, co-educational, all-ability Secondary school. The Academy is funded by the DfE and is founded on the principles of a commitment to ensuring high standards and high aspirations, of active participation, an emotionally rich learning environment and an inclusive culture where every child is known and every learner supported.

The main aim of the Academy is to provide the highest quality of education for students, in Year 7 to Year 11 and the Sixth Form. The Academy is committed to both raising and reflecting the aspirations within the local community and in doing so, providing high quality education and social and economic benefits for all.

The Academy moved into its state-of-the-art building in April 2013 providing truly outstanding facilities, not only for the Academy's students and staff but also for the wider community. The Academy is consistently a popular choice of parents and we are delighted to be able to offer an education to young people who benefit from the exceptional learning environment and opportunities the Academy provides.

Our Academy is supported by an experienced Central Team, providing high quality Finance, HR, Estates and IT support which ensures smooth running and cost effectiveness.

Our Governors seek to ensure that all our young people receive a truly inspiring education and their support, challenge and expertise is greatly valued.

We aim to find and develop everything that is exceptional in each child and let it flourish within a framework of high expectations. We strive to motivate and inspire our students to achieve their very best and to set course on the brightest of futures. If you have similar aspirations for young people and want to work within a dynamic learning environment where innovation and collaboration are valued, staff development and wellbeing an integral part of the way we work and where the highest standards of everyone in our school communities are expected at all times, then we would be very interested in receiving an application from you.

Miss Hannah Knowles
Principal
The Skinners' Kent Academy



SKINNERS' ACADEMIES TRUST



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

Skinners' Academies Trust is sponsored by The Skinners' 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 is also responsible for Tonbridge School and The Judd School in Tonbridge, and The New Beacon preparatory school in Sevenoaks.

In the Trust, members of The Skinners' Company make up a significant proportion of each 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.



OUR VISION AND VALUES



The Skinners' Kent Academy is founded on the principles of a culture of high standards, high aspirations and active participation, an emotionally rich and inclusive learning environment where every child is known and every learner supported.

We take pride in our success and to achieve this we set high standards with clear expectations. We focus on encouragement, underpinned by good discipline.

Our mission is clear – to develop a passion for learning and achieving. The Skinners' Kent Academy seeks to create, develop and maintain an education that focuses on providing opportunities for success for all and celebrating the achievements of everyone in all aspects of life within the Trust. In particular we wish to support

young people to recognise the potential that they have, and then to fulfil the achievements of everyone in all aspects of life within the Trust. In particular we wish to support young people to recognise the potential that they have, and then to fulfil that potential through every stage of their learning journey.

Staff, students and parents work together to ensure that pride in our success means:

- pride in **our work**;
- pride in **our behaviour and attitude**;
- pride in **our attendance and punctuality**;
- pride in **our uniform and the way we look**;
- pride in a **commitment to learning and achievement**; and
- pride in **our contribution to our community**.



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. The area is well known for its world-famous gardens, fairy-tale moated castles and mellow country manors. The coast is also a short drive south. Tunbridge Wells is at the hub of a series of roads, the primary ones being the A26, which runs from Maidstone to Newhaven; the A264, which runs from Five Oaks to Pembury (via Crawley and East Grinstead); and the A267, which runs south from Tunbridge Wells to Hailsham. The A21 passes to the east of the town, following the route of its turnpike ancestor, from London to Hastings.

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



Teaching Assistant

We are looking for a highly motivated Teaching Assistant who is committed to raising standards and maintaining our very high expectations.

The successful candidate will be hardworking, creative, energetic and an excellent practitioner who ideally will have experience of supporting students in the classroom or working with young people. They will be caring and sensitive to the needs of all students, but especially those for whom they are responsible and with whom they are working. Their professionalism and dedication will enable our students and pupils to achieve more than they believe possible.

They will work as part of an outstanding team of Teaching Assistants and will be committed to ensuring Quality First Teaching and Learning.

The Inclusion team has a wide-ranging responsibility across the Academy for the progress and well-being of key groups including those with Special Educational Needs, those with English as an Additional Language, Vulnerable students and Free School meals.

The team consists of an Assistant Principal for Inclusion and SENDCo, Inclusion Manager, Assistant Inclusion Manager and an outstanding team of nine Teaching Assistants. Owing to growth and expansion we are looking to increase our numbers of Teaching Assistants as we recognise the impact that their work has on students and their life chances.

Post/Job Title: Teaching Assistant

Salary: Band 5 points 14-17 (£22,595 – £23,693 based on full time) pro rata will apply.

Responsible to: Assistant Principal for Inclusion, SENDCo and Inclusion Manager

Responsible for: Supporting the learning of students, especially those with SEND

Working Pattern: 3 days per week, term time only – 39 weeks, including INSET days

Key Relationships: Assistant Principal for Inclusion, SENDCo, Inclusion Manager, Assistant Inclusion Manager,

other Teaching Assistants, Heads of Year, Heads of Subjects, Academy Leadership Team, Teachers, Parents, other agencies

Location: Based at the Trust's central Office (Sandown Park): The Skinners' Kent Academy, Sandown Park, Tunbridge Wells, Kent, TN2 4PY

Job Purpose To support the teaching staff in securing high quality learning, raising standards and having a positive impact on students' learning experience within the Academy.

To work under the guidance of the teaching staff to support learning activities, maintain student and pupil records and promote students' social and emotional development.

Key Responsibilities

- Working under the direction of teaching staff to plan and deliver a range of learning activities, including differentiating learning materials where required.
- Delivering learning and support to individuals and groups of students, whether in the classroom or within small Focus Skills Groups, under the direction of teaching staff and overseen by the Assistant Inclusion manager.
- Assisting students in the development of their organisational and independent learning skills.
- Monitoring and evaluating students' responses to learning activities through observation and planned recording of achievement.
- Contributing to the delivery of local and national learning strategies; initiating other learning activities to support the development of students' skills and recording achievement against predetermined learning outcomes.
- Providing feedback to students on their progress and achievement.
- Providing feedback to teaching staff on students' progress and achievement.
- Providing specialist support for students in tests and examinations as required.
- Administering, assessing, marking and invigilating tests and examinations as required.

JOB PROFILE



- To support staff in understanding and planning for the needs of individual students'
- Assisting with the development and implementation of personalised provision plans.
- Assisting with the supervision of students outside of lesson time, including extra-curricular activities.
- Promoting a positive view of students with special educational needs throughout the Academy Trust.
- Encouraging student confidence, interpersonal skills, self-esteem and independence.
- Keeping daily records and contributing to reports as a part of the review procedure for students with special educational needs.
- Being sensitive to and familiar with the learning needs of all designated students .
- Under the guidance of the teacher support behaviour management in the classroom as well as within small Focus Skills Groups to deliver specific intervention to support social emotional mental health.
- Carrying out administrative, clerical and organisational tasks related to the work of the SEN function.
- Participating in meetings as required.
- Safeguarding the health and safety of students .
- Accompanying students on educational visits.
- Attending and supporting students at Academy events as appropriate.
- Take responsibility for their own development and sharing research to inform best practice .

Additional duties

- Attend team meetings and staff meetings as required.
- Maintain confidentiality inside and outside the workplace.
- Understand and apply Academy Trust policies.
- Undertake any reasonable additional responsibilities requested at any time by the Academy Trust leadership team.

This job profile is subject to review to complement the Academy Trust's Performance Management Framework.

PERSON SPECIFICATION



Criteria	Essential
Education/Qualifications & Professional Development	<ul style="list-style-type: none"> Evidence of good ICT, literacy and numeracy skills through an accredited qualification(s).
Skills & Knowledge	<ul style="list-style-type: none"> Can effectively communicate and engage with children, young people, parents and carers. Good organisational skills and an understanding and practical application of technology used to support learning and assessment. Ability to work with a wide range of student and pupil needs, including areas of specialism in relation to additional needs and disability. Positive disposition towards the inclusion of all students in mainstream learning and education. Be familiar with Child Protection Policies and protocols. Understand the importance of Quality First Teaching and how the role of the TA can support this.
Attributes/Personal Qualities	<ul style="list-style-type: none"> Good personal standards in terms of attendance, punctuality and meeting deadlines. Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all students. Be self –motivated, adaptable and able to use own initiative.

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.



PROFESSIONAL DEVELOPMENT



Professional Development

At The Skinners' Kent Academy our vision is one of a professional community driven by the principle of constant development; aiming to be research informed in everything we do. We believe that quality conversations between thoughtful professionals is the way to improve the quality of education we offer. For staff at the Academy, Professional Development Time (PDT) consists of independent research, seminar discussions, collaborative planning, time in teams and conferences.

Staff can shape their professional development, to support Academy improvement. Initially this is achieved as members of staff choose their own reading and research topics, forming professional peer groups to discuss the implementation of their reading. We also offer opportunities for more specialist development pathways.

New staff joining the Academy at any point in the academic year have an abridged induction programme to familiarise them with our systems and procedures.

Middle leaders at the Academy are nominated to take part in a variety of different programmes in an academic year. The Skinners' Company Middle Leadership Programme covers a range of issues that prospective and current middle leaders will find useful and informative. Participants in the programme are also invited to devise a House/Subject based project for the year, on which they will give feedback before each workshop. This mini project will be part of their own on-going professional development. Skinners' Schools Middle Leadership Programme is being offered again this year and will involve two/three colleagues (dates and venues as per the Academy calendar).

The Academy will also support applications from staff to take NPQs offered via [Ambition Institute](#) and staff are encouraged to participate in training programmes and courses offered by the [Chartered College of Teaching](#) (CCT). At present we have staff completing the Chartered College's Certificate of Informed Practice as well as staff gaining Chartered Leader status. The Academy is a Learning Partner of the College and is seeking to develop and strengthen its link between the Academy and CCT. The Academy is also an unlimited partner school of [The Prince's Teaching Institute](#) (PTI) which facilitates further professional development for

teaching staff through CPD subject days, leadership courses and support for new teachers.

More recently, as part of the Skinners' Company family of schools, staff have had the opportunity to attend seminars from speakers such as Peps Mcrea, Paul McGee and Mary Myatt. This is an area that the Academy is seeking to develop alongside the other Skinners' schools to deepen the link and relationships between them.

Early Career Teachers

All Early Career Teachers (ECTs) have a specialist, external national comprehensive induction programme. Our ECTs have their ECF (Early Career Framework) delivered through an appropriate body, for us this is the [Kent Teaching School Hub](#); we follow the core induction programme with the Ambition Institute as the lead provider. All ECTs will have a dedicated subject mentor and a dedicated Induction co-ordinator who will champion the programme, support mentors and early career teachers to engage, and hold them to account for doing so effectively whilst ensuring that mentoring time is protected. ECTs will also engage in whole Academy PDT where appropriate.

Initial Teacher Trainees

Our salaried Initial Teacher Trainees (ITTs) join us as a member of staff for a full academic year, they embrace all that the Academy has to offer from having a tutor group and running clubs to attending bespoke training and being on duty! Our ITTs join us from KMT (Kent and Medway Training) and those salaried or non-salaried attend KMT hub training days on a Thursday each week until Easter and then work with us 5 days a week until they qualify in late June. ITTs are supported by subject mentors and their professional tutor (Assistant Principal) constantly throughout their training and will go on a B placement for either 3 weeks (salaried) and 6 weeks (non-salaried) to a contrasting setting. Our trainees will also join us for PDT and will be included with their subject teams.

CHARTERED
COLLEGE OF
TEACHING



Registered
Learning
Partner 2022

STATEMENT OF INTENT FOR STAFF'S MENTAL HEALTH & WELLBEING



The Skippers' Kent Academy is committed to providing a healthy and caring environment that promotes and supports positive mental health and wellbeing for our students, 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 students and their families. 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.
- Timetabled staff social times, where staff are free to choose their activities whether on-site or off-site without Academy responsibilities

- Staff have access to the following programmes as part of their employee package from the Trust:
 - Headspace, providing resources and research around mindfulness and meditation
 - Maitland Health: Wellbeing and health promotion initiatives including full access to a dedicated Wellbeing website
- Free use of the Academy's fitness suite and sports facilities
- An email protocol which supports communications only between the hours of 7am and 6pm
- A working onsite protocol which encourages everyone to be off-site no later than 6pm
- Random act of kindness initiatives
- A commitment to support staff with personal issues and an empathetic approach to such events.

BENEFITS

The Academy offers all employees an exciting and vibrant place of work with high quality continued professional development.

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

- Fitness suite and sports facilities
- Local Authority Reward Scheme
- ePlatform: digital library
- EV charging station



SAFER RECRUITMENT IN EDUCATION: INFORMATION FOR APPLICANTS



The Skinners' Kent 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. A copy of our Safeguarding & Child Protection Policy can be viewed [here](#).

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
- an Academy application form

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 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.

Pre-employment checks

- an enhanced DBS check is required for all successful applicants;
- prohibition and overseas checks will also be completed if necessary; and
- we will also carry out online searches for all shortlisted candidates to identify any incidents or issues related to suitability to work with children.

As an applicant, it is an offence to apply for a role that involves engaging in regulated activity relevant to children, schools and colleges if you are barred from engaging in such activity. In line with [Keeping Children Safe in Education](#) guidelines, candidates will be asked to complete a self-declaration at the shortlisting stage.

To view our privacy policy, please click [here](#)

HOW TO APPLY

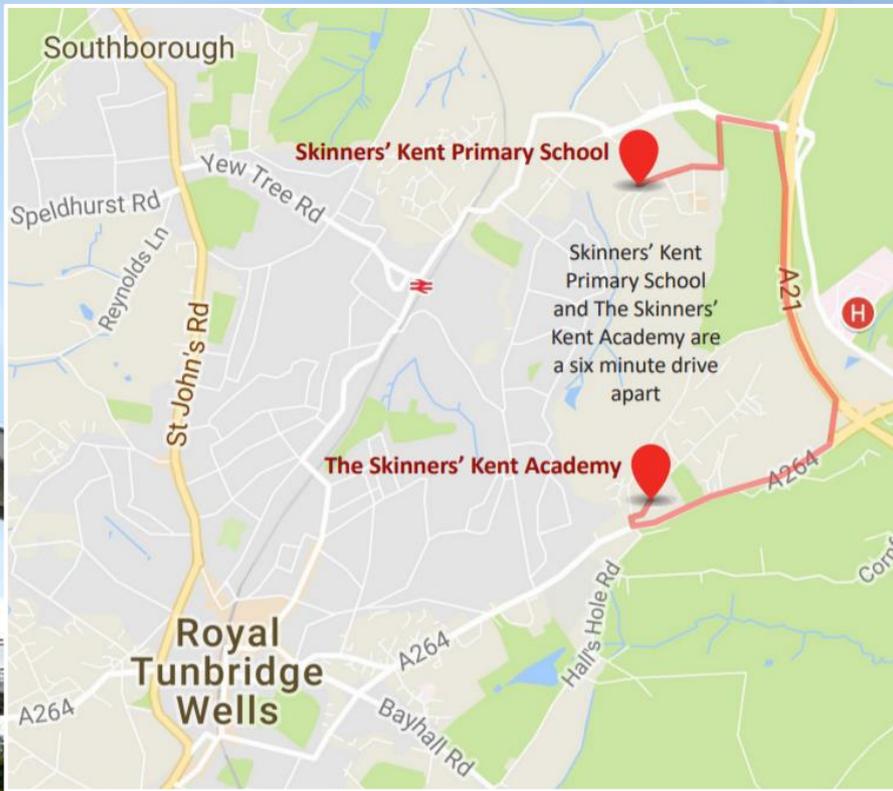


The closing date for applications is 16th June 2024 at **11.59pm** with interviews commencing in the week beginning 17th June 2024.

- Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification
- Further information about the role and an application form can be found on our [TES page](#).
- The Skinners' Kent Academy will reimburse reasonable travel and accommodation costs to candidates attending interviews. You should retain copies of all receipts in relation to expenses incurred

For more information about this position, or to have a confidential discussion about the role, please contact Lorraine Barden, HR Manager, on **01892 553031**.

We look forward to hearing from you



PRIDE IN OUR SUCCESS



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