



# TIDEMILL ACADEMY

## Teaching Assistant

Lewisham scale 3 (Spine point 5 £23,838 to Spine point 6 £24,270)

Start Date

September 2022



TIDEMILL  
ACADEMY

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

Tel: 0208 692 3470

Website: [www.tidemillacademy.org](http://www.tidemillacademy.org)

Twitter: @TidemillAcademy

## Letter from Marion Drake, Headteacher of Tidemill Academy

Dear Candidate,

I am delighted that you have expressed an interest in the Teaching Assistant role at Tidemill Academy.

I was privileged enough to be recruited as the new Headteacher in January 2022, having previously been a Headteacher and Executive Headteacher. The welcome I received from Tidemill staff, children and parents, as well as from the REAch2 Trust was like no other. Joining Tidemill Academy is truly like joining a family where everyone puts the children first and has their very best interests at heart.

All staff go over and above to ensure the children have THE very best learning experiences, not just academic but genuinely whole child learning experiences. We all share the highest expectations of our children in terms of learning and behaviour; we expect ALL children to succeed. Staff are innovative and enthusiastic. We provide excellent CPD opportunities and are the Lead Initial Teacher Training School in the REAch2 Trust.

This is a fantastic opportunity for a highly motivated teaching assistant to join a creative and hard-working team and make a real difference to the lives of children. Please read this recruitment pack for further information about the school and the role.

If you would like to visit the school, please email [admin@tidemillacademy.org](mailto:admin@tidemillacademy.org). If you would like a conversation with me before applying, please email [headteacher@tidemillacademy.org](mailto:headteacher@tidemillacademy.org) or phone the school directly on 0208 692 3470.

I very much look forward to receiving your application.

Kind Regards,

Marion Drake

Headteacher, Tidemill Academy



## Teaching Assistant

Tidemill Academy is an outstanding two-form entry primary school with a reputation for being creative, innovative and at the leading edge of educational reform. The lead school for Initial Teacher Training within REAch2, we are situated next to the busy and diverse Deptford High Street, only 6 minutes from London Bridge by train, 11 minutes from Cannon Street and accessible by DLR. Tidemill is a haven where children from all backgrounds flourish. Our children not only achieve excellent results – they exhibit in art galleries, surf in Devon, compete at the London Youth Games, are djembe drummers, make their own branded chocolate, set up blogs and perform Shakespeare at the theatre! They do all this in an award winning building with exceptional facilities.

We are looking for a kind, dedicated and hard working Teaching Assistant who will have a positive impact on the learning and well-being of our pupils. Our children benefit from an outstanding staff team who have a highly collaborative approach to working. If you have a passion for motivating and nurturing young learners, we would love to hear from you.

### *You will need to be a Teaching Assistant who:*

- Is kind and enjoys working with children, seeing them succeed
- Makes learning fun and engaging
- Demonstrates initiative and works well as part of a team to the benefit of children
- Is keen to continuously learn, take on feedback and improve
- Can build strong relationships with children, parents and the wider community

### *In return, we will offer:*

- Enthusiastic and creative children
- A hugely talented & committed staff
- A vibrant, richly diverse school community
- First class professional and career development opportunities
- The chance to work with a supportive family of schools who share the same passion for primary education

If you would like to visit the school, please email [admin@tidemillacademy.org](mailto:admin@tidemillacademy.org). If you would like a conversation with the Headteacher before applying, please email [headteacher@tidemillacademy.org](mailto:headteacher@tidemillacademy.org) or phone the school directly.

The application pack is available for download from the school website ([www.tidemillacademy.org](http://www.tidemillacademy.org)) or by email from the school [admin@tidemillacademy.org](mailto:admin@tidemillacademy.org)

### **Key dates**

**Closing Date for applications: Monday, 20th June 2022, 5pm**

**Interviews: Later that week**

Completed applications should be emailed to [admin@tidemillacademy.org](mailto:admin@tidemillacademy.org)

A scanned signature will be accepted or simply follow this up with a signed copy in the post: Michelle Thompson, Business Manager, Tidemill Academy, 11 Giffin Street, London, SE8 4RJ.



*Michael Morpurgo at Tidemill*

**Tidemill Academy is committed to safeguarding and protecting the welfare of children and staff. The successful candidate will be subject to an Enhanced DBS with Child Barred List check. We are an equal opportunities employer.**

## JOB DESCRIPTION - TEACHING ASSISTANT (SCALE 3)

<b>Designation:</b>	Teaching Assistant (Scale 3, Points 5-6)
<b>Reports to:</b>	Deputy Head & Phase Leader
<b>Location:</b>	Tidemill School
<b>Grade:</b>	Scale 3 (£23,838 to £24,270) pro-rata for term-time working
<b>Actual salary:</b>	£20,505 - £20,876
<b>Hours:</b>	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 3 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.

<b>CATEGORY</b>	<b>SHORTLISTING CRITERIA (Marked 'S')</b>
<b>Job related knowledge/aptitude/skills:</b>	
<b>Qualifications/Training</b>	
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
First aid training/training in specific medical procedures, as appropriate, or a willingness to be trained	S
<b>Experience</b>	
Experience of working in a Primary School	S
Experience in planning class or group activities, selecting or developing appropriate materials	Desirable
Working with children who have Special Educational Needs	Desirable
<b>Knowledge &amp; Skills</b>	
Effective use of ICT to support own professional activities and to advance pupil learning	S
Working knowledge of relevant polices/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
<b>Personal Qualities</b>	
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
<b>Equal Opportunities</b>	
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.***

## The Application

In applying for this post, you are required to submit:

- A completed [REAch2 Application Form](#) which refers to the Job Description and Person Specification
- A supporting letter of application, no longer than 2 sides of A4

The Person Specification contains the criteria that the selection panel will use in the selection process. Your supporting statement should identify how you meet the person specification.

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust's online [Equality and Diversity Monitoring Form](#) separately.

Tidemill Academy has a rigorous Safeguarding Policy and is committed to the welfare of every child. Consequently, all short-listed candidates will be asked for two references before interview, and these could be followed up with a verbal discussion with your referee. If successful, your Enhanced DBS with Child Barred List check will be carried out irrespective of any previous checks and a Disqualification Declaration form will also be required. Candidates will be expected to self-disclose information to us should there be any current or historical convictions, hearings or allegations. If this is relevant to you then please write to the Headteacher prior to interview about this, marking the envelope private and confidential.

Completed applications should be emailed to [admin@tidemillacademy.org](mailto:admin@tidemillacademy.org) A scanned signature will be accepted or simply follow this up with a signed copy in the post: Michelle Thompson, Business Manager, Tidemill Academy, 11 Giffin Street, London, SE8 4RJ.

We welcome applications regardless of age, gender, ethnicity or religion.

The application process and timetable	
Application deadline:	Closing Date for applications: Monday, 20 <sup>th</sup> June 2022, 5pm
Interviews:	Later that week
Start date:	September 2022 or sooner if available
Visits to the school are warmly encouraged with prior arrangements.	
Candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.	

***Tidemill Academy is committed to safeguarding and protecting the welfare of children and staff. The successful candidate will be subject to an Enhanced DBS with Child Barred List check. We are an equal opportunities employer.***

## School Context

Tidemill Academy is an outstanding, two-form entry primary school situated next to the busy and diverse Deptford High Street. We have a long history of supporting other schools through London Challenge, work as a National Teaching School and now as the Lead school for Initial Teacher Training for REAch2. Our school is co-located with the Deptford Lounge building. 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 6 minutes from London Bridge and 11 minutes from Cannon Street by train, as well as being accessible by DLR (walking distance from Deptford, Deptford Bridge and New Cross stations). Deptford is also served by many buses.



*Our playground, our football pitch on the roof and 'Treehouse'*

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 90% other than white British. The ethnic groups most represented at Tidemill are Other Black African (26%), Black Caribbean (11%), White British (10%), White European (8%) and Chinese (7%) (January 2022). 45 languages are spoken and 51% of our children have English as an additional language. At Tidemill we have high levels of pupils receiving the Pupil Premium (45% currently). We have a very successful track record of supporting these pupils, often at least doubling the progress percentages of all pupils nationally. Our 2018 results for Reading, Writing and Maths placed us in the top 3% of all schools nationally for progress.

## 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 classes, specialist music and PE teachers and an artist in residence to cover PPA, plus additional teaching staff providing interventions. We also have an art therapist within the school to provide a valuable therapy service to children experiencing difficulties. Our Fun & Well-Being 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. 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.



*Summer Production*

## Curriculum

Creativity has always been at the heart of Tidemill's well-established 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 an adapted version of 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: curiosity; enthusiasm, creativity; respect; empathy; resilience; appreciation and honesty and our Tidemill Skills: 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 ten years.



## 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!



## 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 now have links with schools in our local area as well as having a national network through joining REAch2, 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 cluster group made up of seven 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

These are exciting times for Tidemill and we are looking for an exceptional Teaching Assistant to join our vibrant team.



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 Headteacher if you would like to discuss the start date or just to get a feel for whether the school is the right place for you.