



**The Abbey  
School**

**Candidate Briefing Pack  
Personalised Education Centre  
Teaching Assistant**





# Welcome to The Howard Academy Trust

As a Trust, we currently comprise of 7 schools, across Kent and Medway. We currently have 3 secondary schools and 4 primary schools. We have future growth plans as a Multi Academy Trust with major projects taking place across the organisation.

Our overarching aim and vision for our member schools is “working together to create a community of successful learners”. In doing this, we will deliver an outstanding education for the children and young people who attend our academies. We endeavour to ensure that all our pupils have access to the highest standards of teaching, resources and opportunities. The Trust’s role is to oversee the leadership and vision of member schools and to develop effective and supportive partnerships between them. We have a firm belief within the Trust that every child should have access to at least a good education.

We are proud that every academy inspected since joining our Trust has remained as a Good school. Both Temple Mill Primary School and Waterfront UTC joined the Trust as sponsored academies and have moved from Special Measures to a Good school on their first inspection. Our schools serve their own community, and each has a unique identity. Being part of this Multi Academy Trust has already provided member schools with practical benefits. We want communities to be proud of their local THAT school and we are determined to make it the first choice for all families.

As Chief Executive, I am enormously proud of our schools and of the leaders, governors, teachers and support staff who every day ensure our pupils enjoy and make good progress in their learning.

**Owen McColgan**  
Chief Executive  
The Howard Academy Trust





## *Working together to build a community of successful learners*

### Vision and Values

Learning and growth are at the heart of The Howard Academy Trust ethos. We strongly advocate that all members of our community have the opportunity to become the very best that they can be. We recognise and value the unique talents and expertise within our community and aim to create a culture of dignity, inclusivity, respect and ambition, where all can thrive.

This is achieved through:

**Excellent teaching and learning that promotes inclusivity;**

Regular opportunities for collaborative CPD to ensure best practice across academies;

**A proactive network for joint working across academies, for staff at various career stages;**

The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;

**The unique character of each academy is valued and contributes to the THAT whole Trust ethos;**

Shared whole Trust values of dignity, respect and ambition;

**High aspirations for all involved with the Trust and a solutions led approach;**

Each academy is a hub for its local community and families;

**Facing outwards and working in collaboration with other organisations and stakeholders;**

A centralised team that allows academies leaders to focus on their core purpose of education.



### Strategic Priorities

Continuously improving the quality of provision of all our academies and enhance pupil outcomes across the Trust.

Provide excellent teaching and learning that promotes inclusivity.

Continue to build the profile of THAT to support further growth within the Southeast.

Champion our THAT People Strategy to retain, recruit, develop and reward an excellent workforce.

Ensuring a financially viable and sustainable MAT with a strong business infrastructure.

Ensuring effective leadership and governance at all levels.





# Our Family of Schools



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



**Temple Mill Primary School**  
240 Pupils on Roll  
Rated Good by Ofsted  
Located in Strood, Kent



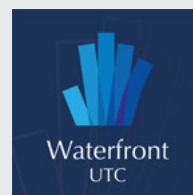
**Deanwood Primary School**  
230 Pupils on Roll  
Rated Good by Ofsted  
Located in Rainham, Kent



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



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



**Waterfront UTC**  
270 Pupils on Roll  
Rated Good by Ofsted  
Located in Gillingham, Kent



**The Abbey School**  
1,200 Pupils on Roll  
Located in Faversham, Kent

Further information about our  
academies can be found at  
[www.thatrust.org.uk](http://www.thatrust.org.uk)



# Working for The Howard Academy Trust

The Howard Academy Trust is very pleased to offer our staff a vast range of benefits, both professional and personal, as we believe that our excellent teaching and support staff should be supported at work and rewarded for the great work they do. Since 2020, The Howard Academy Trust has received the Gold Kent & Medway Workplace Wellbeing Award and we continue to make advances in emotional, physical and professional wellbeing.



## Financial

- A competitive salary for both teaching and support staff, with annual pay progression and a robust performance development scheme underway.
- Subsidised Private Healthcare with Benenden Health.
- All staff are automatically enrolled into the Teacher and Local Government pension scheme with attractive employer contribution rates.
- We have introduced Access EarlyPay through our payroll system as a mobile app that lets users draw down a proportion of their salary. You can withdraw at any point, 24/7 with just a few taps on your mobile phone.

## Professional Development

- Early finish for teaching staff every Friday afternoon to allow for whole school CPD (Secondaries only) and whole school PPA (Primaries only).
- Comprehensive CPD programmes including departmental and whole school training.
- Trust-wide training events and Staff Conference events to bring all staff across the Trust together to network and share experiences.
- Assessment Only routes and Schools Direct opportunities to take your first step into Teaching.
- Access to 30 Level 2 qualifications through The Skills Network, free of charge to all staff.
- Career Progression and upskilling opportunities across the Trust.
- Access in-house training in to Middle & Senior Leadership courses for future leaders.
- Access to industry leading CPD subscriptions including Optimus Education.



## Wellbeing

- All year round support staff receive 24 days annual leave (pro-rata'd for part time staff) as standard plus bank holidays, to increase after 5 years of service.
- Each of our academies have received the Gold Kent & Medway Workplace Wellbeing Award in 2021.
- Employee Assistance Programme, 24/7 access to a free counselling service for our employees and their families, for confidential advice and guidance.
- Access to Senior Mental Health First Aiders and a team of established Mental Health First Aiders based at all of our academies.
- Hosts of Medway Council's wellbeing afternoons consisting of use of a health check machine, blood pressure checks, alcohol awareness speakers.
- Flu jabs available for free every autumn for all staff, at their own academy for ease of access.
- Discounted gym membership at Avenue Tennis, Gillingham, on a range of different packages.
- Cycle to Work Scheme.

## Facilities

- Discounted hire of the school facilities, halls, fields, and gyms, for all members of staff up to 20%.
- On site catering at our school canteens with a full lunch menu.
- Free car parking at each Trust site.



*Hear from staff across the Trust*



*“Leaders and staff have high aspirations for what all pupils can achieve across the curriculum.”*

*- Ofsted, 2022*



# Welcome to The Abbey School

Welcome to The Abbey School, and thank you for your interest in this post. The Abbey School joined the very successful Howard Academy Trust on 1st April 2023, after celebrating the school's best academic results *ever* in 2022. The Abbey School is a mixed secondary school with a thriving population of over 1200 students. We believe that school should be a place where young people can discover and develop their own individual talents. This means an education that is structured around the individual strengths and needs of each child.

At the end of their time with us, we aim for all our young people to leave the school confident, happy and well equipped to take their place in employment or further education. We are particularly proud of the support structures that exist within the school which we continually enhance. Developing 'well rounded' individuals who possess a strong sense of responsibility for both the school and the wider community is important to us. Our students require not only an excellent foundation in learning, but also attributes such as resilience, leadership, creativity and team-working skills.

When you visit our school I am sure that you will recognise not only the warm welcome of our students but also their enjoyment and passion for learning.

Our school motto reflects our educational values. It is inclusive of all that belong to our community, and it is our aim that all members of our school show respect for one another.



*Hear from staff at The Abbey School*

# “Be the Best You Can Be”

## Aspiration

Aspiration at The Abbey School does not only mean wanting to do well in tests or gaining qualifications. It refers to the broader sense of accomplishment gained through personal development and through participation in a large variety of opportunities offered to our students. In many circumstances achievement of their goals should be recognised or praised, but we will not reward mediocrity.

## Community

Our school emphasises the importance of working collectively both within the school and with local partners. Our vision is that students should be the best that they can be and support others in realising this goal. When students achieve they not only improve their sense of identity but also their commitment and feeling of belonging in the school.

## Curiosity

We want our students to take a keen interest in the world around them and develop a love of learning. This means being exposed to issues such as the complexities of the universe and the human condition. When faced with the scale, intricacy and magnificence of the world around them our hope is that they develop a sense of wonder and humility. In doing so they may also consider the value or meaning of their own life.

*Dr Rowland Speller*  
Headteacher



## About The Abbey School



NOR

1145



Age Range

11-19



PP

34%



FSM

32%



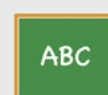
SEN

13%



EAL

6%



Quality of Education  
OFSTED Rating:

Good



Gender of Pupils:

Mixed



# Record GCSE & A-Level Results in 2022

**55%**

Achieved GCSE English and Maths at 4+  
*(up from 34% in 2017)*

**69%**

A\*-C at A-Level  
*(up 29% from 2019)*



# Job Description

<b>Job Title:</b>	Personalised Education Centre (PEC) Teaching Assistant
<b>Contract Type:</b>	Full-time, Term Time Only
<b>Remuneration:</b>	Kent Scheme Pay Scale KR5 (FTE £24,040 - £25,002)

The ethos of the school (in line with the SEND code of practice: 0 to 25 years) is one of shared responsibility, to which staff are expected to make a significant contribution. The expectation is that staff will present themselves professionally, be positive and contribute constructively to the life and work of the school.

## Job Purpose

### Principal Accountabilities & Specific Responsibility

- To be aware that all SEN pupils experience a range of difficulties and to support these difficulties in the Reflection environment.
- To be familiar on how to access work from all subjects relating to the relevant SoW.
- To ensure students develop skills to improve behaviours for learning
- Making sure the student understands what he/she is doing
- Facilitating the transitions between tasks
- Endeavouring to keep the student on task
- Offering praise and encouragement and logging rewards onto the school system
- Maintaining a positive attitude
- To undertake a duty on a rota basis (as required in PEC)
- Helping the student read
- Helping the student get his/her ideas down onto paper
- Showing the student how to do a test
- Encouraging listening skills
- Liaising with class teacher/form tutor
- Encouraging students to make their own choices
- To represent and support the student where needed in outside agencies meeting where appropriate for key families
- To have regular contact with parents of the student in the provision regarding all aspects of school and academic life - maintain good links so there is more proactive than reactive work.
- To have sole responsibility for a small number of group interventions as the need arises.

- To be trained in and deliver intervention programmes such as Lego Therapy, Zones of Regulation and Boxall Profiling.
- Able to lead the provision effectively in the short term when the need arises (emergency or unplanned absence).
- Completing training, delivering, coordinating and accessing of AQA Unit Awards Scheme
- Administering and support students in assessments where required.
- Supporting in the lesson / escorting students returning to classroom settings
- Supporting and being responsible for identified students in practical sessions in Forest School, cooking lessons, life skills journeys in the local community
- To have added responsibility for working in Reflection for a proportion of the day when staffing is reduced
- Continue to maintain Reflection systems and logging information where necessary

***It is recognised that managing the behaviour of the students is the responsibility of the teacher. However, as a second responsible adult in the room the Teaching Assistant can have an effective role in this area.***

## **Personal and Professional Conduct**

Staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct

- Staff uphold public trust in the school and 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 their 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
  - 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.
- 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.



## **Contribution to School**

- Assist in monitoring the appearance and general behaviour of students around the School, maintaining good order and sound discipline among students, including safeguarding their health and safety (where applicable)
- Be actively involved in the School's form tutor and house system (where applicable)
- Contribute to the School Improvement Plan where applicable (where applicable)
- Implement the School's agreed policies
- Participate in the School's Appraisal programme
- Cover for absent colleagues
- Participate in School based INSET
- Perform any other duty that their line manager might reasonably request
- To monitor the well-being of all students and report any concerns related to the safeguarding of students to the Designated Child Protection Co-Ordinator (DCPC)
- To be aware of and follow school policies relating to Health and Safety

## **Communication & Meetings**

- Attend Staff, Department and other meetings as appropriate
- Support effective communication by forwarding documentation or memos to relevant staff and students
- Preserve and promote the good name of the School in all dealings with the wider public

*This job description may be subject to change at any time in consultation with the postholder, and will be reviewed at least annually.*

***The Howard Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced Disclosure & Barring Services Check is required for all posts within the school.***

# Person Specification

## Post: Personalised Education Centre Teaching Assistant

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience working in a school environment or other educational setting</li> <li>• Experience working with children / young people with special educational needs (SEN)</li> <li>• Experience planning and delivering learning activities</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>➢ Good literacy and numeracy skills</li> <li>➢ Good organisational skills</li> <li>➢ Firm but fair attitude</li> <li>➢ Ability to build effective working relationships with pupils and adults</li> <li>➢ Skills and expertise in understanding the needs of all pupils and thinking 'outside of the box'</li> <li>➢ Knowledge of how to help adapt and deliver support to meet individual needs</li> <li>➢ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</li> <li>➢ Excellent verbal communication skills - e.g. clear and concise use of language</li> <li>➢ Ability to work as part of a team and to be flexible in their approach to daily routines</li> <li>➢ Active listening skills</li> <li>➢ The ability to remain calm in stressful situations and seek additional support where needs be</li> <li>➢ Knowledge of guidance and requirements around safeguarding children</li> <li>➢ Good IT skills, particularly using IT to support learning</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>➢ Enjoyment of working with children</li> <li>➢ Sensitivity and understanding, to help build good relationships with pupils</li> <li>➢ A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>➢ Commitment to maintaining confidentiality at all times</li> <li>➢ Commitment to safeguarding pupil's wellbeing and equality</li> <li>➢ Resilient, positive, forward looking and enthusiastic about making a difference</li> <li>➢ Capacity to inspire, motivate and challenge children and young people</li> </ul>