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JOB APPLICATION PACK 2023-2024

Teaching Assistant

Mr David Lucas - Executive Headteacher

PRIMARY PHASE

Leahurst Road, London SE13 5HZ Tel: 0208 325 4551

SECONDARY PHASE

Taunton Road, Lee, London SE12 8PD Tel: 0208 852 3191

admin@trinity.lewisham.sch.uk
www.trinitylewisham.org





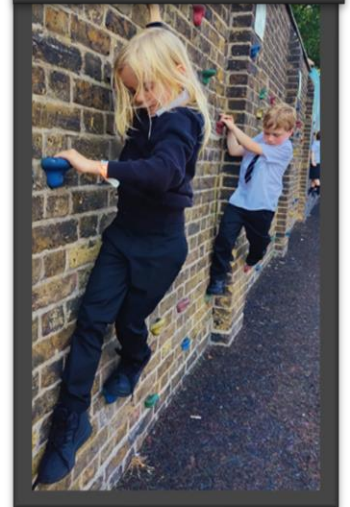
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About Trinity Church of England School

Welcome to Trinity CofE school.

Thank you for your enquiry about the post of a Teaching Assistant at Trinity CofE School Lewisham. I hope this pack gives you all the information you need at this stage, and that we can look forward to your application. If you require any additional information or have any questions, please do not hesitate to contact us straight away.

Trinity, an all-through school, is a thriving community, where our staff and pupils are enthusiastic, conscientious, talented and caring. We take appointing new staff very seriously and seek other professionals who are committed to young people and supporting Trinity to continue to move forward. **We are very proud of our school and are seeking like-minded people to join us with our vision and ethos of enabling all pupils succeed in a happy and caring environment.** The successful candidate will help support our **inclusive vision in providing the very best education for all children and help us to achieve the next level of success.**

Trinity is one school on two sites: are a two-form entry Primary School on Leahurst Road, London, SE13 5HZ; and a four-form entry Secondary School on Taunton Road, Lee, London SE12 8PD. Just a short walk between them.

The Primary Phase is in a renovated Victorian building that has a vast amount of space and facilities. We have a dedicated music room, food technology room and a large computer room alongside our library. We have 2 indoor spaces to use for PE / Whole School Worship and other events. We are lucky to have a large outdoor space as well.

The Secondary Site is a modern purpose-built building that has all the latest facilities. The building has a sense of space for all the school community. The Primary and Secondary Phase operate as one school to enable all pupils to gain the benefits from the through school ethos.



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Transition, Curriculum and Assessment is shared across the phases, as well as Staff Expertise. Students from both phases benefit from being part of a through school as well as our staff. Despite separate buildings our pupils share a set of distinctive characteristics which make them true Trinitarians.

We have a strong Character Education that ties us together from early years through to Year 11. From the start of their academic career our young people are skilled, nurtured and supported through a family structure.

We have a strong Christian community, in which children and adults can flourish. A community where pupils fulfil their potential and achieve the very best educational outcomes, enabling them to make good life choices, to uphold British Values, and to take their place as citizens of the wider world.

Our ethos says:

- We are a Learning Community
- We are a Loving family
- We are Living good lives

To find out more about our school please do visit our website, www.trinitylewisham.org, where you can look at the all-through school elements or the distinctiveness of each of the two phases.

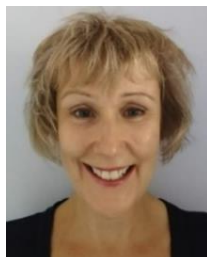
The specific Job Description and Person Specification give the details for the job, and highlight what we are looking for through this selection process. This booklet also provides you with our strategic plans which outlines our vision, ethos, distinctive characteristics and our priority work streams to help us develop towards outstanding. If you are interested please do complete the application form. The details of the deadline can be found in the job advert attached at the back of this pack, as well as on our website.

We look forward to welcoming you to our family.

Thank you,



David Lucas - BSc (Hons), MA, NPQH
Executive Headteacher



Moira Cuthbert
Chair of Governors



Janet Hills
Chair of Governors



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Primary Phase at Trinity CoE

Are you passionate about enabling pupils to maximise their potential in their academic, social, and personal achievements?

If so, join us at Trinity School where the development of the whole child is at its heart - we are looking to appoint a Teaching Assistant to work within our inclusive and supportive team.

This is an exciting and varied role and is an ideal opportunity for anyone with a love of learning.

As a growing school, we also offer lots of scope for continuing professional development, including pathways into teaching.

You will be enthusiastic and looking to join a dynamic team. We are looking for a candidate who can demonstrate flexibility and adaptability, with a keen interest in an innovative and creative curriculum; you want to work in a community school in the heart of London. Trinity is an all-through school in Lee/Hither Green.

To get a feel for our wonderful, unique school please visit our website [here](#). To see some of the creative learning which takes place, please visit our curriculum blog [here](#).

This post is fulltime / permanent.

We look forward to your application.

Come and join our amazing school.

Kind Regards,

Amanda Harvey
Head of Primary

Trinity CofE School Lewisham
Primary Phase
www.trinitylewisham.org.uk
Taunton Road, Lee, London, SE12 8PD

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The Interview Process

The best way to find out about the school is to visit and have a guided tour of the site.

- The deadline for applications will be at 12:00 16/07/2024
- Please email our Admin and HR manager at u.ezirim@trinity.lewisham.sch.uk.
- In the personal statement please give your reasons for applying for this post and say why you believe you are suitable for the position.
- Study the job description and person specification and describe any experience and skills you have gained in other jobs or similar environments which demonstrate your ability and aptitude to undertake the duties of the post. Continue on a separate sheet if necessary.
- Our governors are keen to ensure our staff team are representative of our schools diverse community and therefore welcome applicants from people from the BAME community.

The selection panel will shortlist from the application forms and candidates will be informed soon after. If you have not heard from us by within 3 days after shortlisting date, 2024-06-25, please assume that you have been unsuccessful on this occasion, and we do welcome future applications from you.

The Interview date is 19/07/2024.

Each task will be scored and those with the highest score will be offered the post. We will inform you at interview of when candidates will be informed of the outcome and some feedback will be given at this time.

Interviews are a two-way process, please ask as many questions as possible and make sure you feel like this is the school for you.



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Job Description: Teaching Assistant

POST	Teaching Assistant
RESPONSIBLE TO	Head of School – Primary Phase
JOB PURPOSE	To work alongside teachers offering support to small groups of students. As well as group work, you will be supporting the classroom teacher in managing behavior and working towards more positive outcomes for pupils. You will need to have the ability to build rapport with students, staff and parents.
GRADE	Salary – Scale 3 (£28,545 - £28,977) FTE – Actual is £24.5K est.
DETAILS	Full time 35 hours /Term-Time/ Permanent

MAIN RESPONSIBILITIES

- Supporting learning for pupils, potentially one-to-one.
- Work within the guidelines of all school policies.
- Be a positive role model for students in terms of general behaviour, smart business dress, punctuality and attendance.
- Be fully involved in the Support Staff appraisal process.
- Undertake relevant in-house and external CPD.
- Assist in the educational, social and emotional development of students being supported.
- Provide support for individuals and groups of students inside and outside the classroom to enable them to fully participate in learning.
- Contribute positively to the management of student behaviour.
- Prepare, organise and deliver classroom activities for individuals and small groups of students.
- Implement a range of teaching and learning strategies to support individuals or groups of students.
- Promote independent learning.
- Prepare differentiated resources and materials.
- Maintain accurate records of intervention work undertaken.
- Interact appropriately and professionally with teachers, other colleagues and parents/carers.
- Refer matters beyond competence and role to line manager or Deputy Head in charge of SENCO.
- Attend team and staff meetings.
- Attend school educational visits and participate in outdoor education.
- To work with and support students eligible for Pupil Premium funding helping them to achieve their full potential.



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General:

- Willing to undertake and make future use of any training which the school deems necessary or desirable, such as first aid training and driving the minibus (subject to licence requirements).
- If you are bilingual or intermediate in another language, to be prepared to attend, occasionally and by prior arrangement, Parents' Evenings to support in translating for parents, for which time off in lieu will be given.
- To invigilate examinations as required, for which time off in lieu will be given if the work falls outside of normal working hours.
- To supervise in the Library after school when required. For this additional working time, additional money will be paid.
- Under the direction of line manager, adopt a flexible approach to the daily routine to best meet the needs of students requiring support at any given time.
- Undertake any professional duties that may be reasonably assigned by the Deputy SENCO or SENCO.

Equalities

Ensure implementation and promotion in employment and service delivery of the Council's/School's equal opportunities policies and statutory responsibilities.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Trinity School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment



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Person Specification - Teaching Assistant:

Attributes:	Essential:	Desirable:
Qualifications	<ul style="list-style-type: none">• NVQ level 2, 3 or 4	
Experience	<ul style="list-style-type: none">• Experience of working in a successful team	<ul style="list-style-type: none">• Experience of working with children• Experience of supporting children or groups of children develop their mathematical and/or literary skills• Experience of working with pupils in UKS2
Skills/abilities	<ul style="list-style-type: none">• Competent and current ICT Skills• Can follow teacher instructions but also show initiative• Has a grasp of basic mathematics and literacy skills – up to age related expectations of Year 6 pupils	<ul style="list-style-type: none">• Skills in the creative areas• Any area of interest or expertise which can make a positive impact on children's learning
Philosophy, beliefs, values	<ul style="list-style-type: none">• Personal values mirror those of the Trinity Vision• A belief in restorative justice• Demonstrates a passion for helping children from disadvantaged backgrounds	
Personal Qualities	<ul style="list-style-type: none">• Has strong inter-personal skills• Can work as part of a supportive team• Has a (good) sense of humour• Is approachable	<ul style="list-style-type: none">• Can demonstrate commitment to the wider life of the school



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Trinity Church of England School – 2023-24 School Improvement Priorities

Our vision

The Trinity community will live “life in all its fullness” by:

- ✓ Establishing a unique and personalised learning journey through Trinity and beyond
- ✓ Continuing to nurture our warm and caring family environment to support all to flourish.
- ✓ Inspiring all to achieve and celebrate ongoing and future successes.



Ethos	Learning	Loving	Living
Distinctive characteristics: Terrific Trinitarians	Open minded. Knowledgeable. Insightful.	Caring. Principled. Resilient.	Reflective. Courageous. Independent.
Priority work streams	Preparation: Metacognition	Socialisation: Faith	Autonomy: Self-Regulation
	<ul style="list-style-type: none"> • Assessment • Feedback • Home Learning • Reading 	<ul style="list-style-type: none"> • Personalised Curriculum • Character Education • Marketing 	<ul style="list-style-type: none"> • Embed parent curriculum • Trinity Culture
Evaluation process	<p align="center">System measures</p> Regular School Improvement Plan reviews; Staff Appraisal Process; Central data tracking system to provide feedback on progress throughout the year (see assessment cycle); Quality Assurance of Teaching, Learning and Assessment (learning walks, lesson observations, book looks); Governors reports and meetings.		<p align="center">Accountability measures</p> Staff Appraisal Targets set for each staff member. Governors will hold the school to account through the scheduled meeting cycle.



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VISION

Trinity Standards

Our Trinity Standard is expressed in the grid below – showing the different strands expected under each of the 7 categories. These are not expected to be seen in every lesson, but instead they should be evident over time. Observations will be looking at areas of strengths and highlight areas to develop from these categories.

Intent

To deliver the content of the national curriculum augmented with knowledge and understanding which will enable our pupils to **“live life in all its fullness”**.

Trinity has created a **knowledge engaged progress model** which clearly outlines the:

- **key knowledge and vocabulary** to be delivered and;
- **character developing experiences** to be offered

at specific milestones from reception through to Year 11

Implementation

Through seven key principles that make up the Trinity Standard for Teaching and Learning.



Impact

For our pupils to:

- achieve academic success;
- be prepared for the next step of their journey through Trinity and beyond;
- gain cultural and social capital;
- be able to procedurally engage with a rich web of knowledge;
- become courageous advocates who fight social injustices.



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1. High Expectations and Behaviour for Learning

- 1.1 Challenge is consistently high (see Challenge section)
- 1.2 Pace of session maintains pupil motivation and is responsive to pupil need
- 1.3 Up to half of session is dedicated to modelling, questioning and feeding back to pupils before practice begins with pupils' attention maintained throughout
- 1.4 Pupils are appropriately greeted and have access to resources / prompts / scaffolds / books as soon as they enter classroom
- 1.5 Pupils respond appropriately and swiftly to transitions within sessions and are well routine – expectations have been put in place and demanded at each stage of the session
- 1.6 Silence during key phases of sessions is demanded – including during modelling and independent practice (where appropriate)
- 1.7 Pupils know appropriate responses to key parts of session – when to put hands up / when to talk aloud / how to speak to partners / adults
- 1.8 Positive body language is demanded from all pupils at all stages of session (sitting up straight, all pupils participating when asked to, no swinging on chairs or slouching)
- 1.9 Rewards / praise given throughout session to motivate and reinforce high expectations
- 1.10 Trinity Behaviour policy is adhered to by teachers and pupils
- 1.11 Use of Trinity Language (age appropriate) reinforces expectations at all stages of session - 'never give up'; 'Terrific Trinitarian'; 'open minded'; 'knowledgeable'; 'insightful'; 'caring'; 'principled'; 'resilient'; 'reflective'; 'courageous'; 'independent'.

2.Challenge

- 2.1 Top down teaching – one lesson purpose for all – appropriately scaffolded
- 2.2 Pupil engagement is high – thinking is required for all
- 2.3 Cognitive load is balanced – tasks are not over sugar coated / too experiential
- 2.4 High quality procedural tasks set – learning/knowledge is applied to other contexts
- 2.5 Next steps/learning/extensions are clear, understood and available to all pupils

3.Modelling

- 3.1 Makes use of direct instruction – 'Just tell them' when introducing new concepts – experiential learning to take place *after* new learning is introduced



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- 3.2 Uses pre-prepared models pitched at or above national expectations
- 3.3 Live Modelling is clearly broken up into small, well-defined steps – ensuring cognitive load is balanced
- 3.4 Modelling is focussed on learning objective taken from KAOs or Knowledge organisers or Key Stage curriculum
- 3.5 Makes use of concrete – pictorial - abstract strategies/models to embed understanding
- 3.6 Models ‘thinking aloud’ whilst demonstrating – to further embed metacognitive strategies
- 3.7 Models making mistakes to avoid future misconceptions
- 3.8 Provides prompts/scaffolds and explicitly models how to use them
- 3.9 Uses pupils’ learning to provide high quality models (use of visualizers)
- 3.10 Provides opportunities for pupils to model to class
- 3.11 Nearly all new learning / tasks / written responses are modelled to pupils before task begins

4.Questioning

- 4.1 Questions used at all stages of session – spread across as many pupils as possible
- 4.2 Declarative questions used to recall, review and apply (predominantly closed responses)
- 4.3 Procedural questions used to apply, analyse, evaluate and create (predominantly more open-ended questions)
- 4.4 Targeted/pre-prepared questions used specific to pupils and/or objectives
- 4.5 Mixture of response required – hands up / all respond (thumbs up / whisper etc.) / random responders / bounce or share question
- 4.6 ‘Serve – return – raise the challenge’ format used to up-level responses
- 4.7 A/B/C questioning techniques (pupils asked to Agree/Build upon/Challenge other pupils’ responses)
- 4.8 Questions are ‘anchored’ – enough time given / repeated to ensure pupils have time to think

5.Practice

- 5.1 Guided practice is used (‘we’ section from gradual release model) and interwoven with questioning and modelling
- 5.2 Scaffolds/prompts made available to guide practice for pupils
- 5.3 Opportunities for pupils to demonstrate knowing what they do/do not know at the guided practice stage to further embed metacognitive strategies



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- 5.4 Opportunities for collaborative practice – primarily in mixed prior attainment pairs, predefined by teacher, with clear roles defined
- 5.5 Opportunities for independent practice to aid ‘over learning’ for later automatic recall
- 5.6 Opportunities for independent practice through procedural tasks to embed new learning
- 5.7 Teacher regularly circulates the room and checks for understanding across all groups during stages of practice

6.Reviewing

- 6.1 Sessions begin with review of previous learning/knowledge/vocabulary taken from knowledge organisers / KAOs
- 6.2 Review of learning often ‘top and tails’ session
- 6.3 During session links are constantly being made between prior and current learning – often elicited from pupils themselves
- 6.4 Low stakes quizzes used – taking different format/style/order of questioning in order to interleave knowledge
- 6.5 Spacing of knowledge recall through weekly/monthly/half termly cumulative reviews

7.Feedback

- 7.1 Whole class feedback/feedforward given
- 7.2 Live verbal feedback given and acted upon during session
- 7.3 Live written feedback given to agreed prompts/scaffolds/priorities and acted upon during the session
- 7.4 Opportunities for peer assessment to agreed/predefined objectives/success criteria
- 7.5 Opportunities for self-assessment to agreed/predefined objectives/success criteria to aid metacognitive strategies
- 7.6 Feedback clearly results in progress over time in books and data
- 7.7 Acting on feedback is modelled to pupils clearly – often under visualizer with actual pupil’s learning
- 7.8 Feedback about the process rather than specific outcome is given to further develop metacognitive strategies
- 7.9 Feedback takes place at all stages of session – particularly during guided, collaborative and independent practice stages – consistent checks for learning linked to the lesson purpose
- 7.10 Feedback from previous learning links sessions together over time

Please visit: www.trinitylewisham.org.uk for more information



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JOB ADVERTISEMENT



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Trinity Church of England School Lewisham

Executive Headteacher: David Lucas BSc (Hons) MA NPQH

Secondary Phase: Taunton Road, Lee, London, SE12 8PD

Primary Phase: Leahurst Road, London SE13 5HZ

Trinity is a successful 4-16 co-educational Church of England school with a passion for learning.

Teaching Assistant
Scale 3: £28,545 - £28,977 (FTE)
Permanent

Required for 01/09/2024

Trinity has a vacancy for a dynamic and inspirational Teaching Assistant to join our flourishing family. Trinity is a fantastic place to work with motivated and well-behaved pupils, a committed and experienced governing body, dedicated staff and supportive parents. Children of all abilities thrive.

We are Outstanding from our SIAMs inspection and Ofsted rated Good with Outstanding features.

If you think you can contribute to the future success of Trinity and wish to join our thriving community, please review our application pack and apply for the position. For any questions or if you wish to visit the school, please contact our Admin and Human Resources Manager Mrs Uloma Ezirim on 0208 8523191, email u.ezirim@trinity.lewisham.sch.uk or visit our website for more information: www.trinitylewisham.org.

Closing date: 16/07/2024

Interview: 19/07/2024

Our governors are keen to ensure our staff is representative of our school's diverse community and would therefore welcome applicants from people from the BAME community.

Trinity is committed to safeguarding and promoting the welfare of children and young people

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