



**TIDEMILL**  
ACADEMY

### LEARNING SUPPORT ASSISTANTS

Scale 3 (£23,427 to £23,850 pro-rata for term-time working and part-time)

Start date: as soon as possible



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

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

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## LEARNING SUPPORT ASSISTANTS

**Term-time (39 weeks per year)**

**Grade: Scale 3 (SP5-SP6): £23,427 to £23,850 pro-rata for term-time working @ 85.32%**

**Start Date: as soon as possible**

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.

Due to recently granted EHCPs and new starters, Tidemill currently have vacancies for exceptional and dedicated Learning Support Assistants. You will be working in exciting classrooms where learning is always fun and engaging and excellent relationships exist between staff and pupils. We would love to hear from you if are proactive, enthusiastic and have the passion and drive to make a real difference to a child's development and educational experience. Experience in special needs is preferred. When applying, please state if there are particular roles you wish to be considered for.

**Pupil A:** Reception pupil who needs a high level of support to engage in play activities alongside her peers, begin to follow routines with visuals aids and keep her safe in her new classroom environment throughout the day - 30 hours per week over 5 days e.g. Mon-Fri- 8:45-3:30pm (45 minute lunch break) Actual pay: £17,129 to £17,439

**Pupil B:** Year 1 in our speech and language base (*6 children with a class teacher and teaching assistant*). He has Developmental Language Disorder. His communication needs a lot of adult interpretation and support. He will need adult supervision over lunchtime to stay safe and interact positively with other children – 25 hours e.g. Mon & Wed 8:45-3:30pm, Tu & Th 8:45-1:15pm, Fri 8:45-1:45pm (30 minute lunch break daily). Actual pay: £14,277 to £14,535

**Pupil C:** Year 2 pupil with a diagnosis of autism who is cognitively able but needs support with emotional regulation to access learning – 24 hours per week over 5 days e.g. Mon, Wed & Fri- 8:45-3:30pm (1 hour lunch break), Tue- 8:45-12:15pm, Thurs- 9:00-12:15pm. Actual pay: £13,706 - £13,953.47

**Pupil D:** Year 3 pupil who needs support significant with his receptive and expressive language in order to access learning, particularly in a whole class environment – 26 hours per week e.g. Mon-Wed 8:45-2:45pm, Thu 8:45-3:30pm & Fri 8:45-3:00pm (1 hour lunch break daily) Actual pay: £14,845 to £15,113

**Pupil E:** Year 5 pupil with a diagnosis of autism who needs support accessing learning and managing interactions within a whole class setting - 24 hours per week over 5 days e.g. Mon, Tues & Thu- 8:45-3:30pm, Wed- 9:00-12:15pm , Fri- 8:45-12:15pm Actual pay: £13,706 - £13,953.47

Visits to the school are warmly welcomed so you can meet the pupils and staff and see our fantastic facilities (see below). If you would like to visit the school, please email [admin@tidemillacademy.org](mailto:admin@tidemillacademy.org) stating the position that you are interested in applying for and which visit you have chosen to attend.

The application pack is available for download from the school website [www.tidemillacademy.org](http://www.tidemillacademy.org)

### **Key Dates:**

Visits: Wednesday 4<sup>th</sup> November @ 8:30am & 4:30pm (45 minutes duration maximum)

Closing Date & Shortlisting: Monday 8<sup>th</sup> November, 2021 @ 9:00am

Interviews: Friday 12<sup>th</sup> & Monday 15<sup>th</sup> November (if needed), 2021

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

The successful candidate will have to meet the requirements of the person specification and will be subject to an enhanced DBS check. Only applications submitted on the school's application form will be considered. We welcome applications regardless of age, gender, ethnicity or religion.

## JOB DESCRIPTION - LEARNING SUPPORT ASSISTANT

Reports to:	SENCo & class teacher
Hours:	See individual hours on advert. Additionally, you may run a 1 hour after school club one night per week for a group of pupils on a day you work until 3:30pm. This is claimed additionally.
Grade:	Scale 3 (Sp5-Sp6): £23,427 to £23,850 pro-rata for term-time working @ 85.32% & part-time (39 weeks/year)
Actual salary:	See individual 'actual' above.
Contract:	Fixed term contract (until Education Health Care Plan pupil leaves Tidemill)

### Main purpose of the job

The Learning Support Assistant will be a member of a multi-disciplinary team. Under the leadership and supervision of the SENCo and class teacher the Learning Support Assistant will provide one-to-one or small group support for pupil(s) to enable access to learning and to enhance the progress and well-being of the pupil(s). The Learning Support Assistant will be involved in the life of the classroom and expected to contribute to it.

### Main Duties and Responsibilities

#### SUPPORT FOR PUPILS

- Supervise and provide specific support for pupil(s), with special needs, ensuring their safety and access to learning activities
- Assist the SENCo and class teacher in the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes, including intimate care, where required
- Establish constructive relationships with pupil(s) and interact with them according to individual needs
- Encourage pupil(s) to interact with others and engage in activities led by the teacher
- Promote the inclusion and acceptance of all pupils
- Provide pastoral care and support and encourage the pupil(s) to settle in, interact with others and engage in activities
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher

#### SUPPORT FOR TEACHERS

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans
- Use strategies, in liaison with the teacher, to support the pupil(s) to achieve learning goals
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress, as directed, with particular regard to set targets
- Provide detailed and regular feedback to teachers on the pupil(s) achievement, progress, challenges etc.
- Contribute to termly and annual reviews regarding the pupil(s) progress, including attending meetings with parents, where appropriate
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- 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 pupil(s)
- Administer routine tests and invigilate exams and undertake routine marking of the pupil(s) work
- Provide clerical/admin support eg. photocopying, typing, filing, as needed.

#### SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities and plans according to pupil responses
- Undertake literacy and numeracy programmes, recording achievement and progress and feeding back to the teacher
- Use 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, behaviour, 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
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings, as required
- Participate in training and other learning activities and performance development
- Assist with the supervision of the pupil(s) out of lesson times, including before and after school and break times
- Accompany teaching staff and the pupil(s) on visits, trips and out of school activities and take responsibility for a small group under the supervision of the teacher
- Undertake first aid training and administration of first aid, as required
- Any other duties as directed by the line manager, in keeping with the nature and grade of the post.

***The job is dependent upon the pupil(s) attending Tidemill and ceases if he/she leaves or if the EHCP (statement) funding ceases. Hours are dependent on the EHCP and will be reduced (with notice) if the EHCP funding is reduced.***

***This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.***

## **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.

## PERSON SPECIFICATION - LEARNING SUPPORT 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 shortlisting 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.

CATEGORY	SHORTLISTING CRITERIA (Marked 'S')
<b>Job related knowledge/aptitude/skills:</b>	
<b>Qualifications/Training</b>	
English & Maths GCSE with very good numeracy/literacy skills	S
NVQ 3 in relevant area or equivalent qualifications or experience	Desirable
Evidence of further studies relevant to the post	Desirable
First aid training/training in specific medical procedures as appropriate <i>or</i> willingness to be trained	S
<b>Experience</b>	
Experience or interest in working with children of relevant age	S
Experience of working with children with statements or Education Health Care Plans for Special Educational Needs	Desirable
Experience in planning class activities, selecting or developing appropriate materials	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 policies/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 and flexibly 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 schools 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.***

## School Context

Tidemill Academy is an outstanding, two-form entry primary school situated next to the busy and diverse Deptford High Street. Our school is co-located with the golden 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 85% other than white British. The ethnic groups most represented at Tidemill are Other Black African (21%), White British (15%), Black or Black British Caribbean (9%), White European (9%), Chinese (7%) and Somali (6%). At the last count, our pupils speak over 50 different languages. 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 (internal and external) 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 teaching assistants or Higher Level Teaching Assistants in classes, specialist music, PE and art teachers to cover PPA and additional teaching staff providing interventions. KS2 children are taught Spanish by Spanish-speaking teachers. We also have a counsellor 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 chosen aspects of the National Curriculum and the International Primary Curriculum through which we have established a rich, relevant and purposeful educational experience that allows us to develop the whole child and meet the needs and interests of individual pupils. 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!



## Lead School for Initial Teacher Training (REAch2)

Tidemill has a long history of sharing expertise and excellence through many avenues including: nearly eight years as a National Teaching School, linking with Universities supporting trainee teachers gaining QTS through PGCE and Teach First routes, leading Newly Qualified Teacher sessions for REAch2 and the local authority and leading our own very successful School Direct programme, with the majority of our trainees achieving 'outstanding'. From September, 2021, we are looking forward to focussing on our role as Lead School, establishing REAch2's Initial Teacher Training programme. This ensures that Tidemill will remain at the cutting edge of teacher development and training.

## 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 an established, successful Trust.

## The Future

These are exciting times for Tidemill and we are looking for exceptional experienced staff as well as capable and enthusiastic staff early in their career who can be developed and nurtured, 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 Head if you would like to discuss your career aspirations, start date or just to get a feel for whether the school is the right place for you.

**Sounds like the school for you? Come in to have a chat!**

## Staff Comments

### Megan Carr, Year 3/4 Phase & Science Leader



My Tidemill journey began in 2012 as a teaching assistant in KS1. I had changed careers and immediately knew that Tidemill was for me. The staff were positive, friendly and extremely helpful. The children are hard-working and inspirational. I cannot say enough about them. After working as a teaching assistant for two years, I applied for School Direct Initial Teacher Training (ITT) so that I could remain at Tidemill and gain Qualified Teacher Status (QTS) to take the next step in my journey. Tidemill were supportive throughout the training process and I could not have hoped for a better experience. I achieved an 'outstanding' grade at the end of my School Direct year and moved to KS2 for my NQT year. Now a Phase and core subject lead, I am still enjoying developing my role within the school. Tidemill is a great place to work with so many highly skilled and experienced staff members who go the extra mile for the children. I feel very lucky to be a part of such a motivated and inspirational team.

### Sherita Barnett, Class Teacher



I joined Tidemill in February 2016 as a Teaching Assistant in the Nursery. Tidemill was the first school I had worked in, but I immediately knew it was the one for me. I also realised that teaching was the career for me and my Phase Leader encouraged me to apply for School Direct. I was placed in KS1 for my training year and was provided with exceptional school based training sessions accompanied by weekly CPD. The training and support I received enabled me to complete my School Direct year with an 'outstanding' grade and a strong feeling of self-accomplishment and confidence to take on my new journey. I successfully completed my NQT year, and still received a great level of support and guidance. I could not have asked for a better experience and I am grateful to be surrounded by so many inspirational teachers. I feel very fortunate to be part of such a hardworking, motivated team and I look forward to continuing my journey here at Tidemill.

### Laurence Hazel, Assistant Headteacher (Subject Leader Development) & Year 5/6 Phase Leader



I joined Tidemill in 2017 and was immediately welcomed by a professional, creative and inspirational team of staff. As soon as I joined, senior leaders ensured that I was equipped with the support and guidance I needed to develop my role in the school. Within my first term, I was able to conduct a writing audit across the school, lead CPD training and visit a local secondary to share the outstanding writing practice at Tidemill. Through these opportunities, I have been able to develop my professional practice and leadership skills. In addition to this, I have been encouraged to pursue further CPD to ensure I am constantly developed as a leader. I completed the National Professional Qualification for Senior leaders (NPQSL). I am currently enjoying my role as Assistant Headteacher and have led professional development for staff, the National Teaching School and the local authority. Tidemill is a supportive and positive school, where all staff are valued and encouraged to motivate one another and share best practice.

### Sophie Hopkins-Taylor, EYFS Phase Leader



I joined the Tidemill team in September, 2018 as the Nursery class teacher. Immediately, I felt part of a supportive and enthusiastic team of staff, who go above and beyond for the children of Tidemill. I have since been given the opportunity to take on the role of EYFS Phase leader covering maternity leave and Eco leader which has allowed me to further my own professional development whilst creating something exciting for Tidemill's future. I have felt incredibly supported and inspired during my time here and feel very fortunate to work in a school that has created such a positive and professional atmosphere.

### Joseph Underwood, Class Teacher & Maths Leader



I joined Tidemill as a class teacher and Maths leader in September 2019. From the first day, the staff were warm and welcoming and the Senior Leadership Team here ensured that I had all the support and guidance necessary to quickly get to grips with my role. As a subject leader, I have had the opportunity to lead CPD, introduce new resources to the school and have taken children to compete in the London-wide *Count on Us* Maths Challenge. The school has valued my professional development, and I have had the opportunity to attend external CPD as well as working collaboratively and learning from our expert teachers here. The children here are enthusiastic to learn and the strong curriculum at Tidemill provides them with an incredible range of opportunities, both inside and outside of the classroom. I have thoroughly enjoyed teaching in such a friendly and positive school, and look forward to continuing my journey here.

### Kerri-Anne Bannon, Assistant Headteacher (Teacher Development)



I joined Tidemill Academy in 2014 as a class teacher and MFL lead and immediately felt part of the team. Throughout my time at Tidemill, I have felt invested in as a professional, receiving great CPD such as being part of the Outstanding Leader Programme. I was promoted to LKS2 Phase Leader in 2015 and was supported by the school to achieve Specialist Leader in Education status (SLE) within the same year. In 2019, I was promoted further to Assistant Headteacher. I lead on the curriculum and teacher development. It is an extremely rewarding job filled with exciting opportunities, including working in collaboration with expert members of staff across our national Teaching School. Tidemill staff are highly motivated, creative and committed to providing an exceptional education for all children; our children are hardworking, resilient and a pleasure to work with. Tidemill is a centre of excellence and I feel extremely fortunate to work in a school in which I am continually developed as a practitioner, a leader and ultimately as a person.