

THE SKINNERS'
KENT ACADEMY



PRIDE IN OUR SUCCESS

**SPECIALIST TEACHING ASSISTANT FOR STUDENTS WITH
SENSORY IMPAIRMENTS AND PHYSICAL DISABILITIES**

(TEMPORARY ROLE LINKED TO NAMED STUDENTS)

Information for Candidates

July 2022

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

INTRODUCTION FROM THE PRINCIPAL



Dear Candidate,

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

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

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



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

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

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

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

Miss Hannah Knowles
Principal
The Skinners' Kent Academy

THE SKINNERS' KENT ACADEMY TRUST



The Skinners' Kent Academy Trust is a Multi Academy Trust (MAT) comprising the Skinners' Kent Academy (SKA) and the Skinners' Kent Primary School (SKPS). It's supported by its original sponsor The Skinners' School, a grammar school for boys in Tunbridge Wells, and The Skinners' Company, one of the original 'Great Twelve' London livery companies.

The Skinners' Company has a long experience of establishing, running and supporting excellent schools, notably in West Kent. The Company is now responsible for eight schools: Tonbridge School, The New Beacon Preparatory School in Sevenoaks, The Judd School in Tonbridge, The Skinners' School in Tunbridge Wells, Skinners' Academy in Hackney London and The Marsh Academy in Folkestone and SKA & SKPS.

SKA is an International Baccalaureate World School, currently offering the Middle Years IB programme (MYP) and the International Baccalaureate Career-related Programme (IBCP).

The IB is underpinned by a philosophy and determination to develop internationally minded people who recognise everyone's common humanity and are ready to share responsibility to create a better, more peaceful world. The IB Learner Profile is at the heart of our educational philosophy and encourages our pupils and students to be inquirers, thinkers, communicators, risk takers, knowledgeable, principled, caring, open minded, well balanced and reflective.

SKPS opened in September 2015 initially on the Skinners' Kent Academy site, but moved to its own building in the Knight's Wood area of Tunbridge Wells in September 2016. SKPS works alongside SKA to provide an all-through IB ethos.

The MAT is governed by a Board of Trustees, the majority of whose members are also members of the Skinners' Company. The MAT Board determines the vision and strategy for the Trust, and has responsibility for its financial security and probity as well as ensuring the organisation provides excellent value for money in delivering an outstanding education for its students and pupils. Four Committees support the work of the MAT Board, and these comprise a MAT Staffing & Pay and a MAT Finance & Resources Committee as well as a Local Governing Boards for both SKA and SKPS.



OUR VISION AND VALUES



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

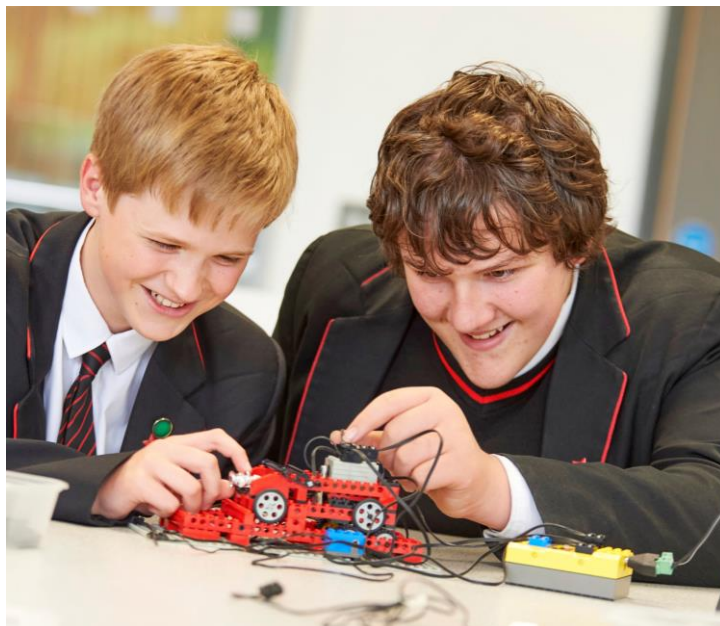
We take pride in our success and to achieve this we set high standards with clear expectations. We focus on encouragement, underpinned by good discipline.

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

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

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

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



ROYAL TUNBRIDGE WELLS



Over 400 years ago a natural spring welled up from the ground and it was named 'The Tunbridge Wells' (the wells near Tonbridge).

Today our charming historic town, only 30 miles south east of London and a 45 minute train ride from the capital, is close to the unspoilt beauty of the surrounding High Weald Area of Outstanding Natural Beauty (AONB) and boasts the elegant charm of The Pantiles. For years Queen Anne visited, but when Queen Victoria made the town part of her regular holiday sojourns 'Royal' Tunbridge Wells, the town, came into being, hence the addition to the original name.



Royal Tunbridge Wells is highly accessible with excellent schools and a wide range of places to live and types of accommodation, both locally and a short distance away amidst the rolling hills, picturesque villages of Kent and East Sussex, ancient woods and open heaths. The area is well known for its world-famous gardens, fairy-tale moated castles and mellow country manors. The coast is also a short drive south. Tunbridge Wells is at the hub of a series of roads, the primary ones being the A26, which runs from Maidstone to Newhaven; the A264, which runs from Five Oaks to Pembury (via Crawley and East Grinstead); and the A267, which runs south from Tunbridge Wells to Hailsham. The A21 passes to the east of the town, following the route of its turnpike ancestor, from London to Hastings.

Many professional people move out of London into the area to enjoy the excellent living environment and quality of life whilst also having all the convenience of the major high street and local shops and selection of first-class restaurants, bars and cafes nearby.

JOB PROFILE



Specialist Teaching Assistant for students with sensory impairments and physical disabilities

We are looking for a highly motivated Specialist Teaching Assistant who will be supporting students with sensory impairment and physical disabilities.

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

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

The Inclusion Team has a wide-ranging responsibility across the Academy for the progress and well-being of key groups including those with Special Educational Needs, those with English as an Additional Language, vulnerable students, Free School Meal students and Most Able and Talented students.

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

Post/Job Title: Specialist TA for Students with Sensory Impairment/Physical Disabilities

Salary: Band 6 points 17 - 20 (£20,997– £22,918 based on full time) pro rata will apply

Responsible to: AP Inclusion/ SENDCO and SEND Manager

Responsible for: Supporting the learning of students, especially those with Sensory/Physical Disabilities

Working Pattern: 37 hours per week, term time only – 39 weeks, including INSET days

Key Relationships: AP Inclusion/SENDCO, SEND Manager, Assistant Inclusion Manager, other Specialist TAs/ Teaching Assistants, Heads of Subjects, Senior Leadership Team, Teachers, Parents, other agencies.

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

Key Responsibilities

- To support the teaching staff in enabling Students with Sensory impairment/physical disabilities to achieve high quality learning outcomes.
- To work under the guidance of the teaching staff and Lead Specialist TA to support teaching and activities to promote students' social and emotional development.
- To assist students with sensory impairment/physical disabilities with personal care and their physical and medical needs and requirements under the guidance of outside agencies.
- To assist in implementing relevant aspects of the SEND CoP 2015
- To apply the Academy's Inclusion and Equal Opportunities Policy.
- Promoting a positive view of SEND students with special educational needs throughout the Academy.
- To provide support during unstructured times to enable students to develop their social, and emotional development, confidence, interpersonal skills, self-esteem and independence.
- Be a trained First Aider

Specialist Teaching Assistant

- Working under the direction of teaching staff and liaising with other designated Specialist Teaching Assistant to plan and deliver a range of learning activities, including differentiating (and individualising) learning materials where required.
- Enabling learning and providing appropriate support to individuals and groups of students, whether in the classroom or in withdrawal sessions, under the direction of teaching or other relevant staff.
- Assisting students in the development of their organisational and independent learning skills.
- Monitoring and evaluating students' responses to learning activities through observation and planned recording of achievement.
- Contributing to the delivery of local and national learning strategies; initiating other learning activities to support the development of students' skills, and recording achievement against predetermined learning outcomes.
- Providing verbal feedback to students on their progress and achievement.
- Providing feedback to teaching staff on students' progress and achievement.
- Providing specialist support for students in tests and examinations.

JOB PROFILE



Teaching Assistant (continued)

- Administering, marking and invigilating tests and examinations as required.
- Assisting with the implementation and reviewing of provision sheets.
- Assisting with the supervision of students outside of lesson time, including extra-curricular activities.
- Assisting in the personal and social care of designated students.
- Keeping daily records and contributing to reports as a part of the review procedure for SEND students.
- Contributing to behaviour management around the Academy and with individual students as appropriate.
- Carrying out administrative, clerical and organisational tasks related to support the work of the Learning Support team.
- Safeguarding and the Health and Safety of students.

Supporting Students with Sensory Impairments

- After initial Braille training; working alongside other designated Specialist Teaching Assistant, prepare differentiated curriculum materials in alternative formats such as Braille and/or large print using the specialist equipment provided; working in collaboration with the class teachers.
- Support the delivery of specialist programmes within the school, e.g. Braille, keyboarding, mobility of life skills with support from the Specialist Teaching and Learning Services VI and other external agencies.
- To understand how children and young people with VI access information through Braille or large print, and to provide appropriate materials.
- Provide 1:1 support during lessons and consolidation sessions, utilising high level specialist teaching strategies, equipment and Brailled material.
- In collaboration with teaching staff, identify gaps in baseline and core knowledge, plan for and undertake pre and post learning opportunities to consolidate knowledge and broaden contextual understanding
- Produce evidence based reports and data to identify areas of progress, need or change.
- Contribute to the risk assessment, PEEP, HNF and annual review progress by providing indepth Reports and evidence.
- To attend specialist training required to develop ongoing skills in Braille.

Supporting Students with Physical Disabilities

- Undergo accredited Moving and Handling training, as well as any specific training needs.
- After the necessary training; being able to provide physiotherapy support; either working on the therapy table or supervising the use of appropriate equipment.
- Facilitating access to all areas of the Academy for PD students to ensure full inclusion.
- Supporting adaptations of classroom equipment in consultation with the AP Inclusion/SENDCO and SEND Manager.
- To assist in ensuring that staff and students understand and take into account wheelchair users' needs in relation to space, access and Health and Safety.
- Being fully involved in supporting the Academy Evacuation Procedure, including procedural briefing on emergency evaluation (including refuge communication points and the use of relevant apparatus). This applies to students with sensory impairments as well.
- Having the necessary training to supervise safe transfer to an evacuation chair.
- Supporting Physically Disabled students on all school trips and visits to ensure their safeguarding and personal care needs are met. This applies to students with sensory impairments as well.
- To contribute to Annual Reviews as appropriate for students with sensory impairments and those with physical disabilities.
- Contributing to the Risk Assessment process using knowledge and experience of each individual's needs to identify risk. Update the risk assessment accordingly when required.
- Participating in the Personal Emergency Evacuation Plan review process for students with sensory/physical disabilities.
- Assisting and administering all intimate personal hygiene requirements including toilet assistance on a day to day basis, hygiene, dressing and eating, as well as help with social, welfare, and health matters. Physically assist students in activities (may involve lifting, where mobility is an issue).
- Work with students with sensory impairment/physical disabilities on therapy or care programmes to ensure participation.

JOB PROFILE



Supporting Students with Physical Disabilities (continued)

- Administer medication including feeding equipment (PEG) in accordance with an agreed plan, under direction of healthcare practitioner, and following appropriate training.
- Support students with sensory impairment/physical disabilities at meal times with eating and drinking when appropriate.

Additional duties

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

PERSON SPECIFICATION



Criteria	Essential	Desirable
Education/Qualifications & Professional Development	<ul style="list-style-type: none"> Evidence of good ICT, literacy and numeracy skills through an accredited qualification(s) 	Educated to at least A level or equivalent or have relevant vocational experience
Skills & Knowledge		<ul style="list-style-type: none"> Can effectively communicate and engage with children, young people, parents and carer Good organisational skills and an understanding and practical application of technology used to support learning and assessment Ability to work with a wide range of student needs, including areas of Specialism in relation to additional needs and disabilities Positive disposition towards the inclusion of all students in mainstream learning and education Be familiar with Child Protection Policies and protocols A current first aid qualification or willingness to successfully complete first aid training. Possess the following qualifications or willingness to undertake training: <ul style="list-style-type: none"> - FAW- First Aid at Work - Moving and Handling Being sensitive to and familiar with the learning needs of all designated students. .
Experience		<ul style="list-style-type: none"> Previous experience of working with Sensory Impaired/Physically Disabled students .
Attributes/Personal Qualities	<ul style="list-style-type: none"> Good personal standards in terms of attendance, punctuality and meeting deadlines Understanding of and commitment to Equal Opportunities and Inclusion issues and principles and the need to apply an equal standard of care to all students Be self –motivated, proactive, adaptable and able to use own initiative 	

APPLICATION AND CANDIDATE SELECTION PROCESS: OUR CANDIDATE CHARTER



We want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

We will:

- provide you with clear, accurate and timely information;
- give you the opportunity to ask questions – and we will ensure you get the answers you need;
- respond to enquiries promptly and usually within 24 hours during the working week;
- adopt a fair and consistent assessment process;
- make sure you have all the documentation and details you need for an interview, well in advance;
- provide you with real insight about what it's like to be part of our team;
- ensure all offers are fair and equitable; and
- seek feedback on your experience at every opportunity, so we can continue to improve.



In return we ask that you:

- be honest and upfront about your experience, aspirations and motivations;
- provide open and accurate information when submitting an application;
- always give yourself the best opportunity to succeed – research who we are and how we work;
- let us know if situations change in relation to your interest – and help us understand why; and
- prepare yourself for interview and let us know how we can support you.

Our commitment to you:

- **Transparency** We will treat you with respect, honesty and fairness
- **Protecting your privacy** We will ensure your information is secure and handled sensitively
- **Understanding You** will be given everything you need to make informed decisions
- **Showcasing talent** We will provide a good opportunity for you to share your skills, experience and potential
- **Feedback** We will provide constructive feedback professionally and promptly
- **Listening** We welcome feedback and we'll act on what you have to share
- **Inclusivity** Our hiring decisions align with our commitment to create a high-quality, diverse workforce.



PROFESSIONAL DEVELOPMENT



Professional Development

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

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

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

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

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

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

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

Early Career Teachers

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

Initial Teacher Trainees

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

CHARTERED
COLLEGE OF
TEACHING



Registered
Learning
Partner 2022

STATEMENT OF INTENT FOR STAFF'S MENTAL HEALTH & WELLBEING



The Skinners' Kent Academy Trust is committed to providing a healthy and caring environment that promotes and supports positive mental health and wellbeing for our students, staff and stakeholders. Positive mental health and wellbeing is vital to what we do at school; it underpins the crucial work carried out to support students and their families. As a Trust we are highly committed to supporting staff's mental health and wellbeing, to ensure that there is a positive and supportive workplace.

Outlined below are some of the ways in which staff are supported:

- Key staff are trained as Mental Health Leads within the Trust. John Willoughby, Vice Principal and Zoe Balding, Teaching Assistant and SKPS Staff Governor.
- Timetabled staff social times, where staff are free to choose their activities whether on site or off site with out of Academy responsibilities

- Staff have access to the following programmes as part of their employee package from the Trust:
 - Headspace, providing resources and research around mindfulness and meditation
 - Benenden Health Package (for employees before 2019)
 - Maitland Health: Wellbeing and health promotion initiatives including full access to a dedicated Wellbeing website
- Free use of the Academy's fitness suite and sports facilities
- An email protocol which supports communications only between the hours of 7am and 6pm
- A working onsite protocol which encourages everyone to be off-site no later than 6pm
- Random act of kindness initiatives
- A commitment to support staff with personal issues and an empathetic approach to such events.



SAFER RECRUITMENT IN EDUCATION: INFORMATION FOR APPLICANTS



The Skinners' Kent Academy Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.

The aims of our Safer Recruitment Procedures are to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

What we will provide

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post, including safeguarding responsibilities;
- a person specification which will include a specific reference to suitability to work with children; and
- a Skinners' Kent Academy Trust application form

All applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in employment history.



References

References will be requested at the selection stage directly from the referee. They will be asked about:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children; and
- whether the referee has any reservations as to the candidate's suitability to work with children.

If the referee has any reservations, the Trust/Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

Pre-employment checks

An enhanced DBS check is required for all successful applicants.

Prohibition and overseas checks will also be completed if necessary.

HOW TO APPLY



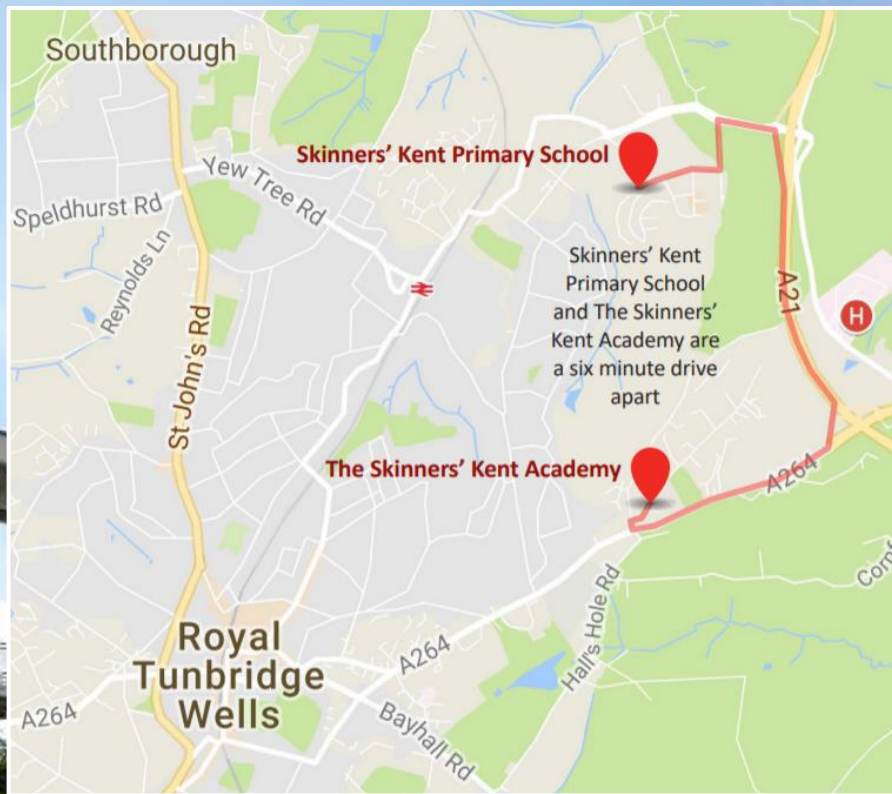
The closing date for applications is **Monday 22 August 2022 at 12 noon** with interviews commencing the week beginning **Monday 29 August 2022**.

Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification

- Further information about the role and an application form can be found on our [TES page](#).
- The Skinners' Kent Academy Trust will reimburse reasonable travel and accommodation costs to candidates attending interviews. You should retain copies of all receipts in relation to expenses incurred

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

We look forward to hearing from you



PRIDE IN OUR SUCCESS



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