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# JOB APPLICATION PACK

## May 2026

### Graduate Teaching and Learning 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](mailto:admin@trinity.lewisham.sch.uk)

[www.trinitylewisham.org](http://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 Graduate Teaching & Learning Assistant in the Primary phase 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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## Graduate Teaching and Learning Assistant

Do you strive for excellence?  
Are you dedicated to enriching the lives of young people?  
Do you want to be a member of a vibrant school family?

Trinity is the place! As a Graduate Teaching and Learning Assistant you are looking for a place to start or, perhaps, develop your teaching pedagogy; opportunities to grow in confidence and experience; to work with warm, caring individuals and vibrant, young people. If this is you; **come work with us!**

To guarantee that every member of our staff feels inspired to perform to the best of their abilities, our committed, dynamic team offers a network of support to all our staff. A rich CPD program will enrich your practice. You will be a part of a team of professionals who are dedicated to supporting the school's aim of fostering a positive learning environment to help each child flourish.

Trinity prides itself on high performance. Pupils and staff flourish here.

The Trinity School family is creative, honest, and willing. We invite you to join fellow innovators, passionate pedagogues, and imaginative class leaders. Our committed SLT is available to offer support and direction. Colleagues work together to support each other and are supportive in the career development of their peers. This is a kind, encouraging work environment.

We are Excellent rated by SIMAS and Ofsted rated Strong in every category.

We have had great success in supporting our Graduate Teaching and Learning Assistants to becoming teachers – in the last 3 years we have had 4 members of staff retrain, with our support, to become teachers via the school's direct route. Is this what you are interested in?

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 02088523191, email [u.ezirim@trinity.lewisham.sch.uk](mailto:u.ezirim@trinity.lewisham.sch.uk) or visit our website for more information: [www.trinitylewisham.org.uk](http://www.trinitylewisham.org.uk)

Our governors are keen to ensure our staff is representative of our school's diverse community. Trinity is committed to safeguarding and promoting the welfare of children and young people.

Come and join our amazing school.



Amanda Harvey  
**Head of School**  
**Primary Phase**  
**Trinity CofE School Lewisham**

## From Our Executive Headteacher

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](http://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





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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 noon on Tuesday 2<sup>nd</sup> June 2026 at 9:00am.
- Please email our Admin and HR manager ([u.ezirim@trinity.lewisham.sch.uk](mailto:u.ezirim@trinity.lewisham.sch.uk)) or post your application to her attention to ensure it arrives before this deadline.
- 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. Please 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 the 12<sup>th</sup> June, please assume that you have been unsuccessful on this occasion, and we do welcome future applications from you.

The Interview will be Friday 5<sup>th</sup> June 2026.

Each task will be scored and the person with the highest score will be offered the post. We will inform you at interview 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.



## Job Description:

Title	Graduate Teaching & Learning Assistant
Salary	£26,021
Conditions	Full Time / Permanent – 35 hrs per week
Responsible to	Head of School

### 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.

## 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.
- 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. Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**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**

## Person Specification:

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

# 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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## PROFESSIONAL STANDARDS FOR TEACHING STAFF

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### TEACHING

**A teacher must:**

#### 1 SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2 PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how these impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3 DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4 PLAN AND TEACH WELL STRUCTURED LESSONS

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 5 ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### 6 MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### 7 MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## 8 FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

- make a positive contribution to the wider life and ethos of the school
  - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
  - deploy support staff effectively
  - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

Please visit: [www.trinitylewisham.org.uk](http://www.trinitylewisham.org.uk) for more information

