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JOB APPLICATION PACK

**Full Time Graduate Teaching and Learning Assistant
Required June 2025**

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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the
family*

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About Trinity Church of England School

Welcome to Trinity Church of England School.

Thank you for your enquiry about the post of a Graduate Teaching and Learning Assistant at Trinity 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. Please note that this position is for our **Secondary Phase**. If you require any additional information or have any questions please do not hesitate to contact us straight away.

Trinity 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



Janet Hills
Chair of Governors



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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 Friday 9th May 2025
- Please email our Admin and HR Manager (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. 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 16th of May, please assume that you have been unsuccessful on this occasion and we do welcome future applications from you.

- The Interview will be Immediately after the closing date.

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 and make sure you feel like this is the school for you.



Job Description:

TRINITY SCHOOL

POST	Full time Graduate Teaching & Learning Assistant
RESPONSIBLE TO	SEN Manager
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 4 (£30,987 - £32,346) FTE
DETAILS	Full time 35 hours/ Permanent/Term-Time

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.
- 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

Person Specification:

Attributes:	Essential:	Desirable:
Qualifications	<ul style="list-style-type: none"> NVQ level 2, 3 or 4 	<ul style="list-style-type: none"> Degree holder
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 KS3 or KS4
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 Strategy Document 2024-2025

Please find below a summary of our school priorities as an all-through school, and how this translates to specific actions for the Secondary Phase. There is an Improvement Plan in place that shows how each of these parts are being implemented through the year.

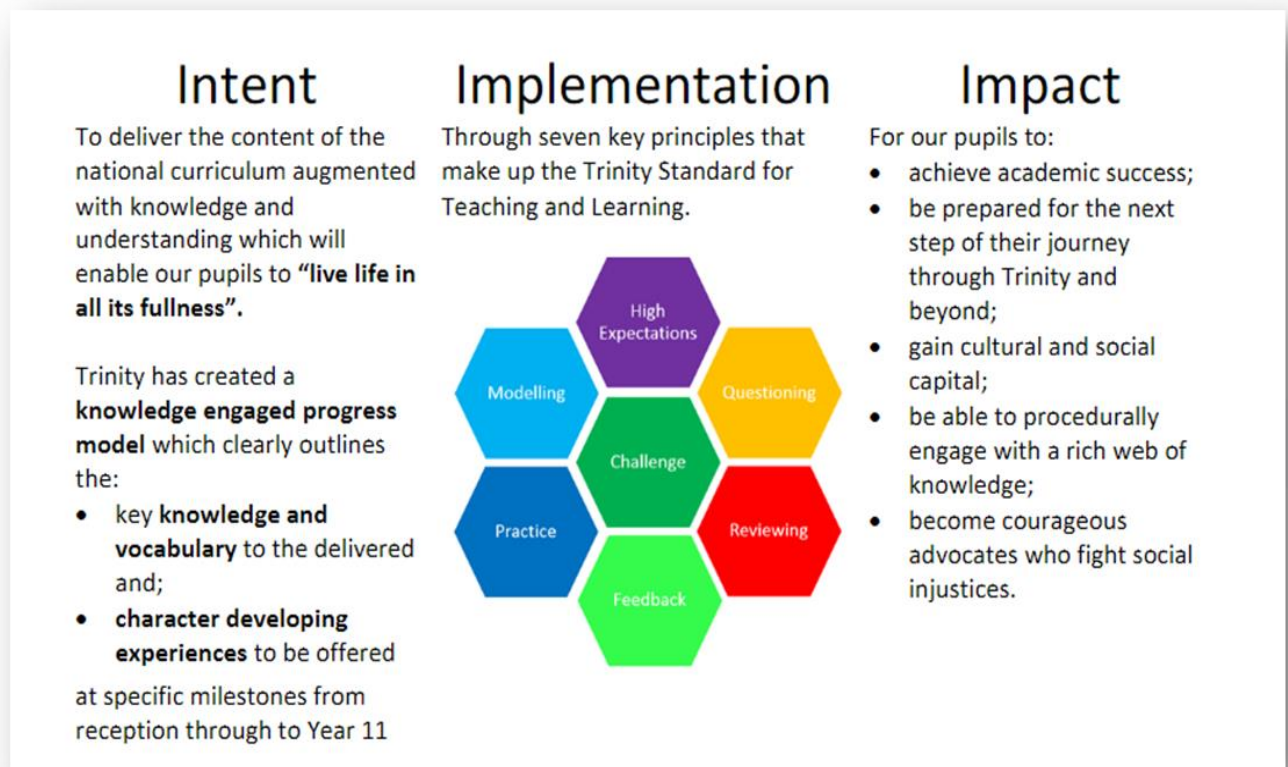
Key priorities – 24/25

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
	Trinity Culture <small>Becoming a Trinitarian Christian Foundation Personal development Attendance and Punctuality Communication</small>		
	Pedagogy <small>Adaptive Learning Pre/Post Teach Homework</small>	Trinity Family <small>Parent curriculum School of choice</small>	Impactful Leadership <small>Pupil Leadership Subject Leadership Leadership at all levels</small>
	Literacy Development <small>Reading Writing</small>	Positive behaviour <small>Behaviour for play Behaviour for learning</small>	
	Curriculum Audit <small>"Fit for the Future"</small>		
	Inclusion <small>Quality first teaching SEND Mental Health and Wellbeing BCR</small>		
IQM: Flagship – moving from "equity" to "justice for all"			

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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.



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 routined – 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
- 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
- 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

JOB ADVERTISEMENT



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.

Graduate Teaching & Learning Assistant Required for June 2025

Salary – Scale 4 (£30,987 – 32,346) FTE

Have you recently graduated? Will you be graduating in soon?

Are you thinking about teaching in the future?

Would you like to join a fantastic secondary school situated in the heart of Southeast London?

Would you like to work with a highly skilled team that provides outstanding education to its pupils and invests in their staff?

Trinity is the place for you.

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 would like to speak with the recruiting officer please email us at Hradmin@trinity.lewisham.sch.uk or ring us on 02088523191 or visit our website for more information: www.trinitylewisham.org.

Closing Date – 12noon Friday 9th May 2025
Interviews – Immediately after the closing date

Applications need to be emailed to us at u.ezirim@trinity.lewisham.sch.uk

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

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