

Godinton Primary School



Teaching Assistant

Candidate Information Pack

Teaching Assistant

Year Group – Key Stage 1

Start Date – 2nd November 2026

Applications – To be made via Kent Teach

Closing Date – 25/09/2026 (12:00 noon)

Interviews – To be confirmed



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Headteacher Welcome – Thank you for your interest in our vacancy.

We know that moving to a new job can be a daunting prospect so we hope this information pack will give you a taste of what life is like at Godinton and an insight into the things that are important to us.

Our school has grown in size over the past 40 years and now serves as a two form entry primary school for the surrounding area. Our grounds are amazing, with plenty of field space for outdoor learning – we even have our own woodland which is perfect for Forest School. Although we are not a swanky new build with modern features to boast, we love our school and take great pride in ensuring it is well kept and maintained to provide an environment,

which allows all within it to thrive and grow. It is full of amazing children with an eagerness to learn and fabulous teachers and support staff who encourage them to do so and support them in all aspects of their development.

So, when you step inside our school, you will find an exciting environment of creativity and discovery, where children's natural curiosity is stimulated and their capacity to learn is nurtured. We are very proud of our ethos, which provides a supportive, family atmosphere with an emphasis on ensuring that our children are happy and confident individuals who love coming to school.

At Godinton Primary School, our team works hard to provide every child with a well-rounded education, enabling them to reach their full potential and succeed wherever their strengths and skills may lie. We strive for academic excellence in our pupils but believe that this should be delivered alongside an enriching, fun and creative curriculum.

All members of our team are very much valued at Godinton. Whatever their role, they have a vital part to play in our school and do so with lots of smiles and laughter.

I am very proud to be the headteacher of this truly special school. If you like our ethos and would like to be part of a brilliant and caring team, then please do apply to join the Godinton family. Jill Talbot, Headteacher.

Staff Wellbeing

Working in any school is tough, there are many pressures and demands placed upon staff and with growing pupil need and not always the funding to support this, the challenges are growing – we get it! That is why the Senior Management Team, along with a supportive Governing Body are so committed to the wellbeing of the team.

We care about our staff and aim to promote a happy, supportive and caring atmosphere.

Some of the ways we do this are:

⇒ We are committed to the DfE Well-Being Charter

⇒ We have a Wellbeing Policy which includes (and lots more):

- A Wellbeing Day each year for all staff

- Free Flu Vaccinations for all staff

- Free Eye Tests (dependent on job role)

- Two Wellbeing Weeks each year (no clubs, no meetings – just an early finish)

- Support Line offering 7 face to face counselling sessions

- Access to Kent Rewards

- Free Lunch for staff involved in parents evenings or other events that have a later finish

⇒ We are fully aware of our obligations to support Flexible Working and already offer this in a number of ways, such as, though job share positions for some of our teaching staff, part of PPA days can be worked at home. Some support staff are able to work their contracted hours over 4 days to allow for a day off during the week.

- ⇒ A supportive induction process which will ensure you have all the necessary knowledge to begin your career with us.
- ⇒ Staff breakfast treats
- ⇒ Recognition of staff birthdays.
- ⇒ Surprise gifts will occasionally await you to celebrate the start of a new term or to reward your dedication and commitment at the end of a term.



Pupil Wellbeing

Positive pupil mental health and wellbeing is at the heart of everything we do.

Our supportive and caring school ethos and our clear set of values where kindness and respect are valued, helps children to feel emotionally safe.

We do this by:

- ⇒ Helping children to understand their emotions and feelings better
- ⇒ Helping children feel comfortable sharing any concerns or worries
- ⇒ Helping children socially to form and maintain relationships
- ⇒ Promoting a positive self-esteem and ensure that all our children know that they are important and feel proud of their achievements
- ⇒ Encouraging children to be confident and 'dare to be different'

We promote pupil voice and opportunities to participate in decision-making, we do this through our Mini Management Team, House Captains, Kindness Ambassadors, Sports Leaders and through discussions with the Headteacher at tea parties.

We have safe spaces in school dedicated to the promotion of positive wellbeing. Our 'Den' offers a wonderful space for time to be spent with our pastoral teaching assistant as does our Nurture room where children can visit the fish, and take part in a number of activities from cooking to gardening.

We also have trained staff in the following areas:

- ⇒ Rainbows Bereavement Co-ordinator
- ⇒ Emotional Learning Support Assistant (ELSA)

We support mental health and wellbeing in a vast number of ways, by raising awareness during assemblies and having open discussions during lessons. Classrooms are a safe space and interventions are used, such as worry boxes/worry monsters and circle time. We have the Godinton Superheroes where our staff will offer a regular light touch support approach to some of our vulnerable children.



Safeguarding

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS Disclosure, satisfactory references and 'pre-employment health screening'.

In accordance with Keeping Children Safe in Education (latest version) you will find the following links to our Child Protection (Safeguarding) Policy and Recruitment and Employment of Ex Offenders.

<https://www.godinton.kent.sch.uk/media/8424/child-protection-safeguarding-policy-2025.pdf>

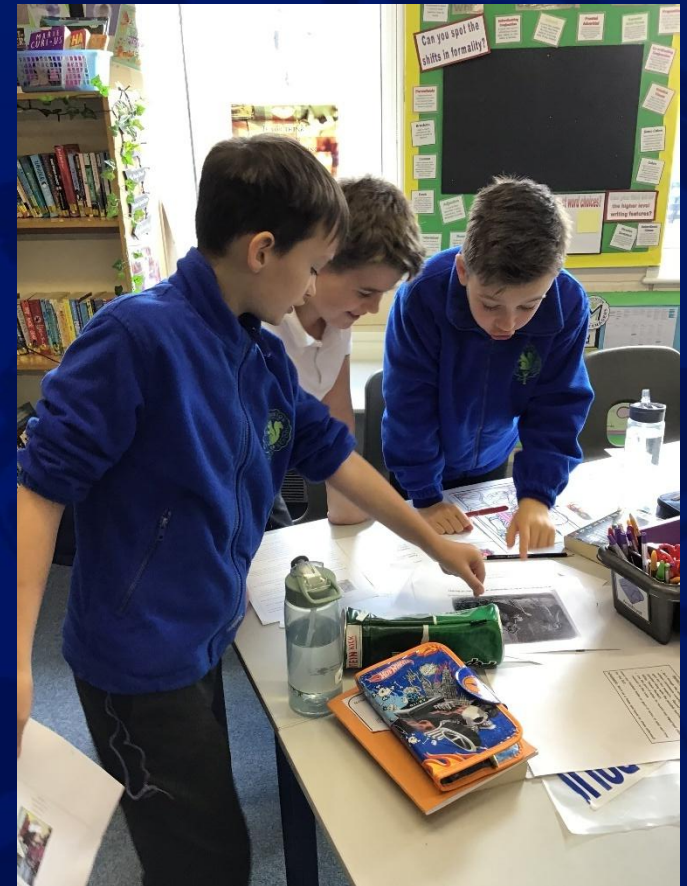
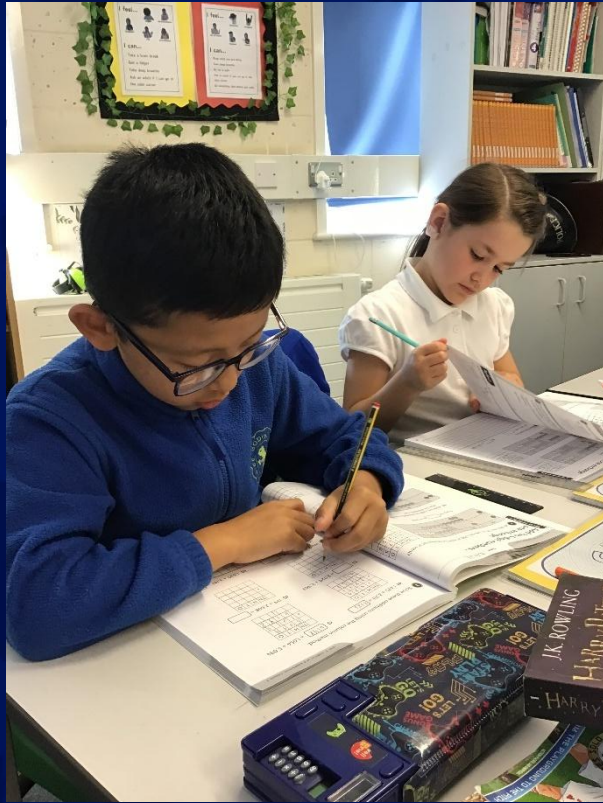
<https://www.godinton.kent.sch.uk/media/8368/recruitment-and-employment-of-ex-offenders-policy-2025.pdf>

All applicants shortlisted for interview are required to complete a self disclosure form and will be subject to an online search (this does not form part of the shortlisting process itself). All candidates will have the opportunity to address any issues of concern resulting from the search.

Our Lovely School



Our Lovely



School

Godinton Primary School

Job Description

Job Title: Teaching Assistant

Responsible to: Class Teacher/Assistant Head – Inclusion then Headteacher

Job Summary:

Teaching Assistants will provide support for children, the teacher and the school in order to raise standards of achievement, by utilising knowledge and skills about Primary Education.

To work as part of a professional team, under the direction of a teacher, to deliver learning to groups of children. Contribute to the management of pupil behaviour and support pupils during learning activities. Establish and maintain relationships with individual pupils and groups. Review and develop own professional practice.

Main Duties

Teaching and Learning

1. Implement structured learning activities/teaching programmes and support all pupils in accessing learning activities under the guidance of the class teacher, providing feedback to pupils in relation to their progress and achievement in order for pupils to realise their full potential. Adjust activities according to pupil responses and needs.
2. Provide detailed verbal and written feedback about children's progression.
3. Be familiar with lesson plans, learning objectives and individual and curricular targets.
4. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop,
5. Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.

6. Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.
7. Assist in organising and safely managing an appropriate learning environment (both indoors and outdoors) and resources.
8. Promote and reinforce children's self-esteem and independence.
9. Assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language.
10. Be expected to contribute to meetings with parents as and when required in order to inform about pupils' progress. This may include home visits.
11. If required, take the register in the morning and afternoon, and provide appropriate pastoral support at these times.
12. Supervise child initiated sessions where required, and scaffold learning opportunities for the children during these sessions.

Monitoring, Observation and Assessment

13. Complete observations of the children where required
14. With teachers, evaluate children's progress on the basis of ongoing assessments and observations.
15. Assess children's responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
16. Monitor children's participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
17. Administer routine tests and undertake routine marking as directed maintaining records as requested in order to allow the class teacher to concentrate on other activities requiring their professional input.

Mentoring, Supervision and Development

18. Offer mentoring support to newly appointed teaching assistants where required.
19. Contribute to the overall ethos, work, and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school where relevant. Also participate in staff meetings and training days/events as requested.
20. Contribute to the overall work/aims of the school and , in liaison with the class teacher, establish constructive relationships and communicate with other agencies/professionals where necessary in order to support the development of children.

21. To supervise the children when the class teacher may be called away for short periods.

Behavioural and Pastoral

22. Recognise and challenge any incidents of racism, bullying, harassment. Victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.

23. Assist in maintaining good discipline of children throughout the school and escort and supervise pupils on planned visits and journeys.

24. Provide support and assistance for children's pastoral needs or physical needs, for example, dressing, caring for sick, injured or distressed children, administering medicines and assisting with toileting.

25. Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.

26. Facilitate pastoral support groups under the direction of the class teacher or **SENCO** as required.

Administrational/Supervisory

27. Ensure the maintenance of a clean, orderly and safe working environment making sure that equipment/resources/materials are set out on time and as per instructions received and used safely to enable pupils to meet their learning targets.

28. To assist in the creation of displays around the school

29. To supervise outdoor and indoor learning playtimes and child initiated activities.

30. To provide administrational support to teaching staff e.g photocopying, entering test results onto the network

Additional Duties

1. Any other relevant duties required by the class teacher, senior member of staff or Headteacher

2. Be familiar with, and comply with a full range of policies and procedures relating to safeguarding, health & safety, security and

confidentiality reporting all concerns to an appropriate person to ensure pupils' wellbeing.

3. Contribute to the overall ethos, work, and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school where relevant. Also participate in staff meetings and training days/events as requested.
4. To work within and encourage the school's Equality Opportunity Policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.

This job description describes in general terms the normal duties which the post holder will be expected to undertake. However, the job description or the duties contained therein may vary or be amended from time to time without changing the level of responsibility associated with the post.

Signed:_____

POSTHOLDER

Date:

Signed:_____

POSTHOLDER

Date:

Godinton Primary School

Person Specification – Teaching Assistant

	Essential	Desirable	Evidenced through
Qualifications	• GCSE Grade C+ or equivalent in English and Maths • NVQ Level 2 or equivalent in Supporting Learning	• NVQ Level 3 or equivalent in Supporting Learning • Evidence of additional training related to SEND	• Certificates

	Essential	Desirable	Evidenced through
Skills & Experience	• Experience in a school environment • Experience of working with pupils with Special Educational Needs • Good reading and writing skills • Good numeracy skills • Knowledge of basic ICT to support learning		• Application Form • Certificates

	Essential	Desirable	Evidenced through
Communication	• Able to use correct English grammar and punctuation • Ability to use clear language to communicate information • Ability to listen effectively • Overcome communication barriers with children and adults • Ability to negotiate effectively with adults and children • Ability to write basic reports		• Through application and discussion during interview

	Essential	Desirable	Evidenced through
Working with Children	• Understand and implement the school's behaviour policy • Ability to understand and support children with developmental difficulty or disability • Can show understanding to the needs of the pupils • Understanding and support physical and emotional wellbeing	• Ability to assess progress and performance	• Through application and discussion during interview

	Essential	Desirable	Evidenced through
Working with Others	• Ability to make a proactive contribution to the school team • Work effectively with a range of adults • Understand and value the role of parents and carers in supporting children • Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults • Know when, how and with whom to share information • Ability to follow instructions accurately		• Through application and discussion during interview

	Essential	Desirable	Evidenced through
Personal Attributes	• Good communication skills • Ability to work as part of a team • Understand and implement child protection (Safeguarding_ procedures • Ability to remain calm under pressure • Understand procedures and legislation relating to confidentiality • Ability to manage own time effectively • Awareness of and commitment to equality • Reliable • Flexible • Empathetic		• Through application and discussion during interview

What our colleagues say about working at Godinton Primary School, past and present

- ♦ I joined the Godinton team in 2012. I was only supposed to be here for a year! The advert detailed the wonderful family feel of the school – I thought it's too big to feel like a family. How wrong I was, I felt warmth and support from the moment I walked through the door, from everybody. Hence I'm still here!
- ♦ I would definitely recommend Godinton as a place to work, staff are well supported and kept up to date on all areas of school life.
- ♦ I love that staff are listened to, I understand that not every request can be granted or that there is a fix for every problem. The open door policy however, allows you to share concerns and if changes can be made, they are. I have never felt that I can't speak up.
- ♦ My colleagues are brilliant, they are supportive and always happy to help.
- ♦ The children really are at the heart of everything the school does and the whole team strive to ensure that their primary school years are some of the very best of their lives.
- ♦ The team are amazing! We all work hard together, we laugh together, we've shed a tear together. I've not experienced such a great bunch of colleagues in any other school.



Thank you for your interest in our school and vacancy, if you have any questions, do please contact Claire Williams
our School Business Manager