



Teaching Assistant

Fordcombe CE Primary School

Candidate Information Pack

Salary: KR3 £24,513 per annum full time equivalent (actual pay
£15,336 per annum)

Contract: temporary to July 2027

27.5 hours per week, 38 weeks per year.

Start Date: 1 September 2026

Applications Close: Tuesday 4 August 2026 at midday

Welcome

From Mrs Julie Burton, Headteacher

Dear Applicant,

Thank you for your interest in the post of teaching assistant at Fordcombe Church of England Primary School. We are a half-form entry village school set in the beautiful Kent countryside near Tunbridge Wells and are part of [Tenax Schools Trust](#).

Our Christian vision, “inspiring every child to shine in God’s light”, shapes everything we do. Academic excellence matters deeply here. We share high expectations with staff, parents, carers and pupils working collaboratively to ensure that every child achieves well. But our school is more than just academic attainment. We are equally committed to something broader; helping children to discover their identity, explore their aspirations and develop values that will guide their lives well beyond their time at our school.

Our school is at the centre of the village, both in location and history. Our characterful Victorian building houses our school hall, whilst purpose-built classrooms and a dedicated library space provide calm learning spaces in which our pupils can excel.

As a teaching assistant at Fordcombe, you will support academic progress and the personal growth of the child or children you work with. You will be building confidence and independence as well as their knowledge and skills. This may require supporting children to become independent in personal care and life skills beyond the classroom door.

You will need to be able to thrive in a collaborative team, believe in the potential of every child, and want to support our children to discover who they are and explore who they want to become.

As part of Tenax Schools Trust we can offer access to increasing professional development opportunities.

Please visit our [website](#) for more information about our school and our community. If you share our passion for providing excellence in education, inspiring young people and delivering a transformative education to every child, I would love to hear from you.

About the post

This post is a temporary contract until July 2027, linked to additional funding for a named pupil. The hours of work are a total of 27.5 hours per week, working for 38 weeks of the year. The working pattern is 9:15 am to 3:15 pm Monday to Friday, with a 30 minute unpaid lunch break.

For more information about this role, please contact me at burton@tenaxschoolstrust.co.uk or our human resources team at hr@tenaxschoolstrust.co.uk

Please submit your application by midday on Tuesday 4 August 2026. Candidates will be invited to interviews in the week beginning XXXXXX

Kind regards,

Mrs Julie Burton, Headteacher



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About Tenax Schools Trust

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All Tenax schools have their own unique character and ethos, underpinned by our shared Trust vision; to achieve excellence by working together so that all may feel loved and liberated to serve a thriving society.

Across our trust, we work on the simple premise that schools are stronger together. We share a clear vision that places pupils, particularly the most vulnerable, and our staff at the centre of our work. Collaboration is not an add-on for us; it is the way we secure consistent quality and the way we help each other get better.

We believe that our values of courage, compassion and collaboration enable us to focus on the 'how'. How we do what we do, how we interact, how we lead and how we engage. Inspired by our Christian values and beliefs, we believe there is no limit to what can be accomplished for every child.

As a Church of England Trust we are legally and spiritually one body and one family of schools in which all are known, valued and loved. This commits us to providing a transformative education where we work together to ensure every child has the opportunity to excel inside and outside the classroom. We are ambitious for all and work collaboratively to consistently open doors of opportunity.

You can find out more about our Tenax values and vision on our [website](#).

Our schools and hubs

We are a strong and growing family of 7 primary schools, 1 secondary school, [Kent Teaching School Hub](#) and an initial teacher training provider, Teach Kent & Sussex. Our Trust includes Church of England and community schools, who are united by a shared ambition for our pupils. We welcome pupils and families from all backgrounds and from all faiths and none.

The Trust's secondary school, Bennett Memorial Diocesan School, is a Department of Education designated teaching school hub working with more than five hundred schools across Kent and neighbouring areas. This allows us to provide high quality professional development to support teachers and school leaders.

In partnership with Ambition Institute, our teaching school hub provides the Early Career Framework and the full suite of National Professional Qualifications (NPQs), for hundreds of teachers in the region. We also have our own initial teacher training provider, Teach Kent & Sussex, which trains teachers in partnership with primary and secondary schools both within the Trust and beyond.



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How we develop our staff

As a Trust we are passionate about people development. Our staff are our best resource and as a result our ambition for our pupils requires a genuine commitment to professional development. This includes:

- Access to a range of professional networks, including our Leadership and Inclusion Networks
- Weekly structured professional development and instructional coaching for all teachers
- Opportunities to lead aspects of work across the Trust
- Opportunities to contribute to the work of the hubs, including ITT and NPQ delivery

Benefits

Our benefits package includes

- **Pension Scheme**
Our pension scheme ensures that you can plan for a secure financial future. All employees can be part of either the Teachers' Pension Scheme, or a Local Government Average Salary (LGPS) pension scheme. Benefits include life cover, lower tax, survivor benefits and ill health cover.
- **Flexible working**
Find balance with our flexible working patterns, strong line management and active commitment to staff voice. Tenax is a trust where people feel supported to do their best work.
- **Support**
At Tenax we have a shared commitment to each other as well as the organisation; we are not just a workplace but a community where people work together and support each other.
- **Expanding professional development programme**
The Trust gives access to exceptional professional development through partnerships with external agencies, and a blend of formal training such as NPQs ECF, bespoke in-house programmes, and instructional coaching for all teachers. Develop your skills and career with personalised instructional coaching and mentoring. Our trust-wide use of Steplab and experienced professionals will support your professional growth and develop career pathways within the Trust structure



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Fordcombe CE Primary School Teaching Assistant Role Description

Responsible to: Headteacher

Salary Scale: Tenax KR3

It is important that teachers are fully aware that they uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. At Bishop Chavasse Church of England Primary School we explicitly adhere to core Christian values. Particularly we actively promote the school values of honest, compassion and wisdom.

General duties:

The education and welfare of a designated class in accordance with the requirements and conditions of the most recent School Teachers' Pay and Conditions Document and the Professional Standards for Teachers; having due regard to the requirements of the National Curriculum, the school's aims, objectives and schemes of work, any policies of the governing body. To share in the corporate responsibility for the wellbeing and behaviour of all pupils.

Specific responsibilities:

Child Protection, safeguarding and promoting the welfare of our pupils are the responsibility of all staff in this school. In addition, teachers will:

- Be responsible for the leadership and management of designated curriculum area throughout the school.
- Actively contribute to the creation and implementation of the School Plan, informing the SLT of the areas of strength and development for your subject through regularly reviewed action plan and staff meetings.

This job description may be amended at any time after discussion with you to reflect and anticipate needs in the school, the professional development of staff and changes in the post commensurate with salary and title.

Job Specification

You are required to carry out the duties of a school teacher as outlined in the most recent School Teachers' Pay and Conditions Document, issued by the DFE and the Professional Standards for Teachers.

Teaching and Learning

The post requires you to teach all areas of the curriculum to pupils to a good or better standard.

- To establish a safe, organised and stimulating environment with displays that foster curiosity, enhanced learning and celebrate pupils' achievements.
- To plan engaging and motivating lessons and achieve progression in pupils' learning through identifying clear objectives, success criteria and next steps. Lesson content will be differentiated to meet the needs of all pupils and ensure active participation which engenders a deep love of learning.
- To promote equality and inclusion in teaching by making effective personalised provision for all; including those for whom English is an additional language, have special or additional

Commented [C11]: Intro says values are wise, trustworthy and compassion?

Commented [BH2R1]: They are honesty, compassion and wisdom so yes



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educational needs (including Gifted or Talented), or a disability, taking into account all vulnerable groups identified by the school.

- To plan, set and assess homework in accordance with the School Homework Policy.
- To actively engage with and promote positive working relationships with all members of staff, enhancing the strong peer support structure which is deeply established within the school community. This will include high levels of engagement with internal (and external) coaching and mentoring programmes.
- To work positively with others to plan and co-ordinate planning and activities in order to ensure transition between year groups is smooth and receiving staff are given all necessary information.
- To make referrals to other staff as appropriate.
- Lessons will be judged to be consistently good or better in line with the school's basic expectations.

Recording and Assessment

- To be responsible for the attainment and progress of a class of pupils.
- To make effective use of formative, diagnostic and summative assessments and use these as a tool for raising pupil performance and overcoming barriers to learning.
- Set clear targets for pupils' learning, building on prior attainment, and ensuring pupils are aware of their own learning.
- To support and guide learners so they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners; to mark work in accordance with the school's Marking Policy and code to facilitate pupil improvement.
- To communicate effectively with parents, other stakeholders and outside agencies when required.

Leadership and Management

- All teachers are Leaders and Managers of Learning, both within and without their classroom environment.
- To prepare, develop and review the designated curriculum area policy for which you have responsibility in consultation with the Headteacher and staff.
- Lead staff in the development of schemes of work for designated curriculum area throughout the phase closely related to the requirements of the Early Years Foundation Stage Statutory Framework, National Curriculum and in the development of our 'Curriculum'.
- To secure commitment of staff by acting as a consultant, adviser and in-service organiser, sharing knowledge and ideas as well as showing by personal example how the designated curriculum area can be used to exploit opportunities to develop pupils' personal, spiritual, moral, social and cultural development.
- To keep up to date with research, teaching methods and resources available by liaising with outside agencies, in service courses, visits, personal study, cluster and network meetings; reporting and discussing with other staff.
- To identify areas of strength and create an action plan which identifies areas for improvement, linked with the School Improvement Priorities, and be proactive in its implementation.
- To be involved in target setting and to monitor and report on standards achieved in your subject/phase areas.



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- To make recommendations regarding the ordering of resources and to manage the budget delegated to these curriculum areas.
- To provide parental interest and understanding of the teaching of the designated curriculum area across the curriculum by newsletter, website information, notice board/display or parents' workshop.

Standards and Quality Assurance

- To support the aims, ethos and policies of the school.
- To work as part of a team to raise standards and progress and ensure that the education we provide is of the highest quality.
- To know the current legal requirements, national and school policies and guidance on the safeguarding and promotion of well-being of children.
- Promote fair and consistent discipline in line with the school policy.
- To keep up to date with the philosophy, teaching methods, changes and developments in the structure of the curriculum.
- To review own teaching and impact on learners' progress, attainment and wellbeing, refining approaches where necessary and being committed to coaching and mentoring support.
- To participate in staff meetings and be a positive role model to others.
- To be punctual and smartly dressed.
- To respect the confidentiality of records and information regarding pupils, parents and other stakeholders.
- To liaise with outside agencies, attend relevant courses and actively seek ways of benefiting from collaboration.

Ex-Curricular Responsibilities

- To take part in the wider life of the school, including extending learning through out of school contexts, the running of a subject specialist club, attending some PTFA events, or by exploiting an area of personal interest. This may be seasonal or for the duration of one term.
- Liaise with colleagues and other stakeholders in a flexible and professional manner



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Curriculum areas and responsibilities

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

Each holder of a post of responsibility should ensure by consultation that their area of responsibility receives adequate consideration during the course of the year.

Since there is considerable overlap in the areas of responsibilities, it is expected that each person with specific responsibility can look to other members of staff for support and advice in the carrying out of that responsibility.

There is an expectation that all staff will support and maintain whole school achievements and awards.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with the post holder.



Bishop Chavasse Primary School EYFS Phase Leader: Person Specification



Applications for the above post will be short listed on the basis of the following criteria and should show, with relevant examples where appropriate, how they meet the requirements detailed:

Essential

Qualifications:

- Possession of a recognised teaching qualification
- Evidence of ongoing commitment to continued professional development
- At least 5 years qualified teaching experience
- Proven track record of leading whole school improvement

Teaching and learning:

- Excellent classroom practitioner with substantial EYFS experience who can lead by example
- Sound understanding of the characteristics of effective learning, early learning goals and foundation stage.
- Successful experience of working with pupils with a wide range of abilities.
- Ability to monitor and evaluate the quality of teaching and learning, to ensure high standards.
- Sound understanding of the current Code of Practice for SEND and principles of inclusion.
- Ability to demonstrate knowledge and understanding of current educational issues.
- Strong data analysis skills.

Children:

- Overriding commitment to providing the best education to each individual child in an environment where all are committed to safeguarding the welfare of children.
- Flexible, positive, sensitive and open to the needs of children, their families and the community.

Professional Behaviours

- Ability to demonstrate a range of outstanding, interpersonal and communication skills with pupils, parents, colleagues and professionals.
- Enthusiastic with a commitment to the school's Christian vision and values



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- Ability to work collaboratively with colleagues from other disciplines
- To have competent ICT skills
- Confidence to challenge kindly and hold difficult professional conversations
- Welcome challenge and remain calm under pressure.



Personal Qualities

- Resilience
- Resourceful
- Empathetic
- Enthusiastic
- Organised

Desirable

- Ambition to further career
- Ability to demonstrate significant impact upon school improvement through leadership



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Guidance Notes for Applicants

Applications

Please submit your application by midday on Tuesday 4 August 2026

Start date

This post is offered to start on Thursday 27th August 2026.

Application Form

To request an application form please contact Claire Isaacs, Director of HR at @tenaxschoolstrust.co.uk.

Completed applications should be returned to the same address.

It is vital that the application form is completed in full and, where possible, electronically signed. As you will be submitting your application form electronically, you will also be asked to sign the form should you be invited to interview. Submission of an electronic application, whether signed or unsigned, will be considered to be a declaration that the form is complete and accurate.

We also ask that you complete our Equalities Monitoring form at <https://forms.office.com/e/BXDScZLry8>

Any details provided in that form are not shared with those involved in the shortlisting or selection process and the data is used strictly for statistical and monitoring purposes.

Supporting Statement

The application form asks for a statement in support of your application. The selection panel will look to see how well you have focused your application on the school and the Trust's overarching vision and we would strongly encourage you to share with us what drives and motivates you as an individual, particularly in respect of your own teaching experience, and how you would apply this in the context of our school.

In addition, it will be important to relate your skills and knowledge to the person specification with supporting evidence that demonstrates how you meet the range of criteria.

Commitment to equality of opportunity

Tenax Schools Trust is committed to creating inclusive teams that represent a breadth of backgrounds, perspectives, and skills, and that can provide role models to all in our communities. If you think you meet the essential criteria for one of our roles, we would love to hear from you regardless of sex, age, disability status, ethnicity, gender, religion or sexuality.



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Our aim is that every applicant for a position within our schools/Trust is considered against criteria which relates only to the requirements of the job. To that end, we are committed to providing equality and fairness for all.

Where possible, we seek to facilitate flexible working opportunities.

Accessibility

Any candidate identifying as having a disability, or diagnosed with a neurodivergent condition is encouraged to contact the Trust to discuss any reasonable adjustments that would enable them to participate fully and with equal access to the selection process. Please advise us as soon as possible if you require reasonable adjustments to enable you to participate in this recruitment process. This may include alternative arrangements at the application or interview stage.

Please contact **Claire Isaacs, Director of HR at hr@tenaxschoolstrust.co.uk** regarding such needs.

Referees

As part of our commitment to Safer Recruitment practices we will take up references on shortlisted candidates. Please give your current or most recent employer as one of your referees.

We ask that you do not include photocopies of open testimonials. We will always write to your current or previous employer for a professional judgement of your suitability for the post, and will always ask employers to comment on an applicant's suitability to work with children. If you have been employed in your present school for less than three years, the Trust may wish to seek further supporting information from your previous employer(s).

Qualifications

If you are invited to interview you will be asked to bring documentary evidence of relevant qualifications.

The selection panel will ask to see the original certificate, and copies will be taken for your application.

Medical Information and Disclosure and Barring Service (DBS) Disclosure

Prior to appointment, you will need to complete a health statement that will be assessed by Tenax Schools Trust's Occupational Health Team.

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. All staff will be expected to hold or be willing to obtain an enhanced DBS disclosure issued with the Trust as the employer. This disclosure will need to be approved by Tenax Schools Trust before we can fully confirm your appointment. Please note that having a criminal record does not automatically mean that an offer of appointment will be withdrawn.



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Childcare Disqualification Regulations 2009 (where applicable)

School staff working regularly with pupils in Year R are covered by the Childcare Disqualification Regulations 2009. The school will need to ensure that they are not knowingly employing a person who is disqualified under the 2009 Regulations in connection with relevant childcare provision. Accordingly, the successful candidate may be required to demonstrate to the school, by completing a self-declaration form as part of the pre-employment checks process, that they have not been disqualified under the 2009 Regulations.

If the preferred candidate is found to be disqualified under the 2009 Regulations, the offer of employment may be subject to the application by the preferred candidate to Ofsted for a waiver and the receipt of a waiver from Ofsted. Full guidance from the Department for Education about the Childcare Disqualification Regulations, the posts to which the regulations apply, and the criteria for disqualification can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/528473/Disqualification_under_the_childcare_act_June2016.pdf

Eligibility to Work in the UK

In line with Safer Recruitment guidance issued by the DfE and other employment related legislation, you will be required to provide evidence of your identity and eligibility to work in the UK. The evidence required is one of the following documents:

- A full British passport (current or expired) or national identity card issued by a state which is party to the Europe Economic Agreement or other passport stating your eligibility to work in the UK.
- A full birth certificate issued in the UK or Republic of Ireland AND an official document showing your National Insurance number, for example, P45, P60 or a document issued by HM Revenue & Customs or another government department. (A document showing a temporary NI number would not be satisfactory.)

Candidates who are not a British or Irish citizen can prove their right to work with a share code, or immigration documents. For more information please see <https://www.gov.uk/prove-right-to-work>



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