



HOOK LANE PRIMARY
Encouraging Fearless Learners

Hook Lane Primary School

Candidate Information Pack



Maritime
Academy
Trust

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Dear Applicant

Thank you for the interest you have shown in working at Hook Lane Primary School. Visitors to Hook Lane have rarely been in the school long before commenting on the welcoming feel, the energy and vibrancy, the nurturing approach of staff and the supportive atmosphere which allows for a culture of risk-taking and professional autonomy.

Hook Lane Primary has two classes per year group from Reception to Year 6 as well as an onsite Nursery. We also have a Resource Provision for children with Autistic Spectrum Disorders which provides them with a stimulating learning environment, where they can receive a curriculum tailored to meet their specific needs and which enables them to strive to achieve their maximum potential, celebrate their differences and engage their curiosities. Inclusion is a huge strength at Hook Lane and we ensure that all children are enabled to achieve their best.

At Hook Lane we believe that our most important work is to not only help our children to be the best learners that they can be but also to ensure that they learn to love the process of learning. We want them to take the attributes that make them great learners into their future lives. We nurture and celebrate qualities such as perseverance, reflection, resilience, imagination and motivation. Indeed our motto is Encouraging Fearless Learners encapsulating the idea that how we learn is just as important as what we learn.

We take this idea of lifelong learning very seriously and model it through our behaviours as adults. CPD is a collective enterprise with staff experts leading on different aspects and all staff taking responsibility for improving their expertise in pedagogy and subject knowledge through reading, research, attending conferences and courses as well as utilising social media, blogs, vlogs and podcasts.

Since September 2019, Hook Lane has been part of Maritime Academy Trust. The collaboration between the 12 Maritime schools enables us to be ever more fearless in the ambitions that we hold for our children supported by the Trust's mission to empower our schools with the means to drive ever greater and more enjoyable outcomes for children.

Hook Lane benefits from experienced, knowledgeable staff and supportive parents and families. We have excellent transport links locally, including being near to the A2 and within a 10 minute walk to Welling Station, as well as being surrounded by a network of bus routes. We have extensive and beautiful grounds, with playground areas, a large field and a forest school area.

I hope that you will find the information in this pack useful and I urge you to look on the school's website www.hooklanprimary.co.uk for further details. If you have any questions about the post or would like to arrange a visit prior to submitting your application, please don't hesitate to get in touch at info@hooklane-maritime.org or on 020 8303 3839.



Joy Sheekey
Head Teacher

Welcome to Hook Lane

Our motto is Encouraging Fearless Learners.

- We achieve this by providing a broad, varied, exciting and relevant curriculum in an environment where children feel both safe and challenged.
- We build a culture that runs on love, kindness and happiness, where the contagious quality of a smile is never underestimated and where happy children and happy staff are able to work hard.
- We support each other to make every day, week, month, year better than the last with every member of the community pulling together.
- We model risk-taking, challenge, failure and success in order to fearlessly break down barriers.
- We teach children not just facts, but how to be learners and how to love learning - skills which will remain with them throughout their lives.
- We see children not just for who they are, but for who they can become, helping each individual to fulfil their potential.

At Hook Lane, we aim to secure an environment where children have confidence in themselves whilst valuing the opinions, strengths and cultures of others. We believe that children learn most effectively through active participation in the learning process so that they build their knowledge through understanding. We also recognise that children come into school at different starting points and a real strength at Hook Lane is enabling all our pupils to make good progress at their level.

We want to foster curiosity in all our children and a love of learning so that they are able to take on new challenges and make good progress.

We encourage all children at Hook Lane Primary School to strive to achieve their aspirations through the use of praise, reward and by setting realistic yet challenging expectations. We want our children to have the skills necessary to contribute to the wider community and become lifelong learners.

We respect and value the support of parents in the education of their children and share their expectations for their children: to be happy, safe and to learn well at our school.

Hook Lane Photo Gallery



What our Parents say about Hook Lane Primary School

"My daughter loves going to school. Her excitement to go to school is fantastic so please keep on doing what you are doing because it's inspiring her to do her best and she is enthusiastic and happy to learn."

"I love the feel of the school and the caring friendliness of the staff."

"I love the community feel and never feel that I can't speak to a teacher, they're so approachable."

"I love the way that the school manages anxiety and conflicts amongst children."

"Honestly? We love everything! To be in a school as long as my son has, and to never have an issue is amazing!"

Maritime Academy Trust

Maritime is a charitable education trust with schools across London and the South East and led by the CEO – Nick Osborne.

As an education charity, Maritime are fully committed to advancing education for the public benefit. It is our mission to empower our schools with the means to drive ever greater and more enjoyable outcomes for children.

This is done by seeking out the intersection between logic and magic; between the knowledge children need, the skills that will enable them to navigate a future world of work that doesn't exist yet, and a journey through education that will stick with them as they grow.

Our Maritime Entrepreneurial Curriculum brings this all together, weaving essential skills and knowledge into a thematic approach to learning that is embraced by all of our schools. It culminates with our Maritime Expeditions: child-led learning showcases that demonstrate how children have found solutions to real-world challenges.

Like our name suggests, Maritime draws on the heritage of our original Greenwich home. We are explorers and adventurers who believe that our community grows stronger the more people we meet and the more we learn from them. Our whole approach to what we do, our whole mindset, is that through strong collaboration we can most effectively spark innovation throughout our schools. Collaborate, Innovate, Educate.

We are very proud of how we work together, approaching everything through the lens of our Maritime Behaviours, the ways of working that build towards our vision and make it enjoyable to be a part of the team.

As an employee of the Maritime Academy Trust you can expect:

- a positive working environment
- national terms and conditions
- tailored programmes of CPD with cross trust development opportunities
- a generous package of staff benefits.

You can find out more information about Maritime Academy Trust on the [website](#).

Staff Benefits

The Maritime Academy Trust is able to provide our children with a phenomenal education because we employ the very best Teachers and Support Staff, who share our vision, values and behaviours. We want our employees to feel valued and offer a competitive package of benefits.

Your Maritime Benefits

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National Terms & Conditions



Mental Health First Aiders



Enhanced maternity & paternity benefits



CPD & Progression opportunities



Early salary access & financial advice



Interest free Travel Work Loans



Access to face to face counselling sessions



Annual Flu Vaccinations



Eyecare Vouchers



Local Government & Teachers Pensions Schemes



Cycle to Work Scheme



Comprehensive Employee Assistance Programme



Application Guidance

Thank you for your interest in working with the Maritime Multi-Academy Trust. This Application Guidance has been developed to help you to complete your application. Please take a few minutes to read through the information before filling out the application form.

Your application will be your first point of contact with the Trust and the school you would like to work with. The content of your application will determine whether or not you will be invited to interview, therefore it is essential that you complete it as fully as possible. We will not make any assumptions about your abilities and do not take into account any previous applications.

CVs are not acceptable in the place of a completed application form and all candidates are required to address the criteria on the person specification for the post. However, you may submit a CV in addition to your completed application form.

Personal Details

Enter fully and clearly your name, address and telephone number(s) so that you can be easily contacted in the event that you are shortlisted to attend an interview.

Employment

State clearly your current or most recent employer's name and address. Include details of the post held and (if applicable) reason for leaving.

Previous Employment

Enter names and addresses of all previous employers, starting with the most recent. You can also include work experience placements, holiday jobs or voluntary work in which you have developed skills relevant to the job you are applying for. It is very important that you complete this section in chronological order, and detail accurately any gaps between employment and other activities.

Education

Provide full details of your education at secondary level and above along with details of degrees/diplomas and any other qualifications, including those that you are currently studying for. Make sure you give all the information required, including levels and grades of any examinations taken. If a required qualification has been specified for the role, make sure you give all the information required and levels of any examinations taken. You will be expected to provide documentary evidence if you are invited for an interview.

Supporting Statement

This section is very important. It gives you the opportunity to detail why you feel you are the best person for the job and why you are applying, and is the key information that is used for shortlisting. Before completing this section refer to the Job Description and Person Specification for the role.

Application Guidance

Focus on how your skills, knowledge and experience meet each role requirement, detailed in the person specification giving specific examples. In completing this section you may refer to both paid and voluntary work and your experience within any school or any relevant experience outside work.

Referees

Provide the names, addresses and email addresses of two people who are willing and able to provide references in support of your application. One of these must be your current (or most recent) employer.

If you are an ECT we suggest you ask the Headteacher of your most recent placement and your university or college tutor, as they will be able to comment upon your teaching skills.

If you are not currently working with children but have done so in the past, the second referee should be the employer by whom you were most recently employed in work with children. Please note that family members, friends and relatives are not acceptable referees.

Referees will be asked about past disciplinary actions or allegations excluding those that were deemed to be unfounded, unsubstantiated or malicious when assessing your application.

If you are subsequently made a conditional offer of employment, further information may be sought about health and absences.

Eligibility to Work in the UK

If you are selected to attend for an interview you will be asked to provide documentary evidence of your right to work in the UK.

Declarations

If you are appointed, you will be required to complete an Enhanced Disclosure and Barring Service (DBS) application. The DBS will provide a report to you confirming whether you have any history of criminal convictions, including cautions and bind-overs.

All posts in schools are exempt from the Rehabilitation of Offenders Act 1974; this means you must declare all convictions, including those that would normally be regarded as 'spent'. The existence of a criminal background does not automatically mean that you cannot be appointed but it may do so.

We need to know if you have a close relationship with and/or are related to any employee, governor or anyone else connected to the school, in order to ensure a fair selection process.

If you have a disability please provide details of any adjustments that you will require if shortlisted for an interview. Any details you provide regarding a disability will be dealt with sensitively and will only be disclosed to staff involved in the selection process when it is considered appropriate and necessary.

Application Guidance

Submitting Your Application Form

Before submitting your application form ensure that you take time to read it through to check for any errors or omissions. You may find it useful to keep a copy of your submitted application form to refer to if you are short listed for the post you are applying for. Your completed application must be submitted before the specified closing date.

Next Steps

You will be notified as to whether you have been shortlisted to attend an interview. It is the policy of the Trust that feedback is not provided to candidates at the shortlisting stage

Online checks

In line with KCSIE 2024 guidance, as part of the shortlisting process, the Trust reserves the right to conduct an online search on shortlisted candidates as part of our due diligence and to share any pertinent information found concerning a candidate's suitability to work with children with Hiring Managers to be discussed at interview stage.

Safeguarding

It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

Please see our policy statement on employment of ex-offenders

Maritime Academy Trust is committed to recruiting with care and safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All posts are subject to a satisfactory enhanced DBS check.

A copy of the Maritime Child protection and safeguarding policy can be found here

If you are shortlisted you will be asked to complete a Criminal History declaration form.

Privacy

A copy of our privacy statement for applicants can be found here.

Diversity

Maritime Academy Trust embraces diversity and equal opportunity in a serious way. We are committed to building a team that represents a variety of backgrounds, perspectives and skills. The more inclusive we are, the better our work will be.

Job Description

Job Title:	Higher Level Teaching Assistant
Grade:	Bexley scale 8 (81 - 84)
School/Team:	Hook Lane
Reporting To:	Headteacher/Assistant Head Teacher
Direct Reports:	None

Purpose of Job:

To complement the professional work of teachers by taking responsibility for agreed learning activities under the supervision of a qualified teacher. This may involve planning, preparing and delivering learning activities for individuals/groups or for whole classes and monitoring pupils and assessing, recording and reporting on pupil's achievement, progress and development.

Specific Responsibilities:

Planning

- Use medium term plans to plan and prepare whole class lessons independently (or with teachers where appropriate), evaluating and adjusting lessons/work plans.
- **Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.**
- Contribute to the planning of opportunities for pupils to learn in a range of contexts in line with school's policies and procedures.

Teaching and Learning

- Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes.
- Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils, as required.
- Motivate and progress pupils' learning by using clearly structured, creative and interesting teaching and learning activities.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.
- 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
- In accordance with arrangements made by the headteacher, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present, in line with regulations and guidance under Section 133 of the Education Act 2002 and STPCD 2003.

Job Description

- Organise and safely manage the appropriate learning environment and resources.
- Promote and reinforce children's self esteem and independence and employ strategies to recognise and reward achievement of self-reliance
- Assist the class teacher in encouraging acceptance and integration of children with special educational needs, or from different cultures and/or **with different first language**.
- Support the role of parents in pupils' learning.

Monitoring and Assessment

- With teachers evaluate pupils' progress through a range of assessment activities.
- Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
- Assist in maintaining and analysing records of pupils' progress as appropriate.
- Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.

Mentoring, Supervision and Development

- Contribute to the overall ethos, work, aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

Behavioural and Pastoral

- 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.
- Understand and implement school child protection procedures and comply with legal responsibilities.
- Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
- Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children.
- Provide physical support and maintain personal equipment used by the children at the school.
- Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
- Supervise pupils in the playground and plan and organise play time activities.
- 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.
-

Job Description

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

General

- To undertake any other work appropriate to the level and general nature of the post's duties.
- To undertake all duties with due regard to the provisions of health and safety regulations and legislation, the Trust's Equal Opportunities, Data Protection and statutory obligations in respect of safeguarding children.

Person Specification

Job Title:	HLTA
Grade:	Bexley scale 8 (81 - 84)
Academy/Team:	Hook Lane Primary School

Method of Assessment: AF = Application Form, T = Test, P = Presentation, I = Interview
Shortlisting Criteria: Essential criteria assessed via application form should be used to shortlist.

Criteria	Method of Assessment	Essential/ Desirable
Knowledge & Experience		
Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare.	AF	E <input type="checkbox"/>
Level 4 certificate as an HLTA or equivalent (or willingness to work towards a qualification if not already held)	AF	D
GCSE's at grades 9 to 4 (A* - C) including English & Maths	AF	E
Experience of planning and leading teaching and learning activities (under supervision)	AF	E

Person Specification

Skills and Abilities		
Skills and expertise in understanding the needs of all pupils	AF/I	E
	AF/I	E
Knowledge of how to help adapt and deliver support to meet individual needs	AF/I	E
	AF/I	E
Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils		
Understanding of effective teaching methods Knowledge of how to successfully lead learning activities for a group or class of children	AF/I	E
Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support	AF/I	E
Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice	AF/I	E
General		
Commitment to the highest standards of child protection and safeguarding.	AF/I	E
Understanding of and commitment to the Trust's/School's equal opportunities policies and ability to put into practice in the context of this post.	AF/I	E
Understanding of and commitment to the Trust's obligations in respect of the General Data Protection Regulations (GDPR) 2018.	AF/I	E



Contact Us



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Faraday Road, Welling, Kent, DA16 2ET



info@hooklane-maritime.org



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using the link below



<https://mynewterm.com/jobs/147240/EDV-2026-HLPS-16971>



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[@MaritimeMAT](#)



Telephone: 020 8016 6064

Email: info@maritimeacademytrust.org

Recruitment: recruitment@matoffice.org