

Ebbfleet Green Primary School

Candidate Information Pack

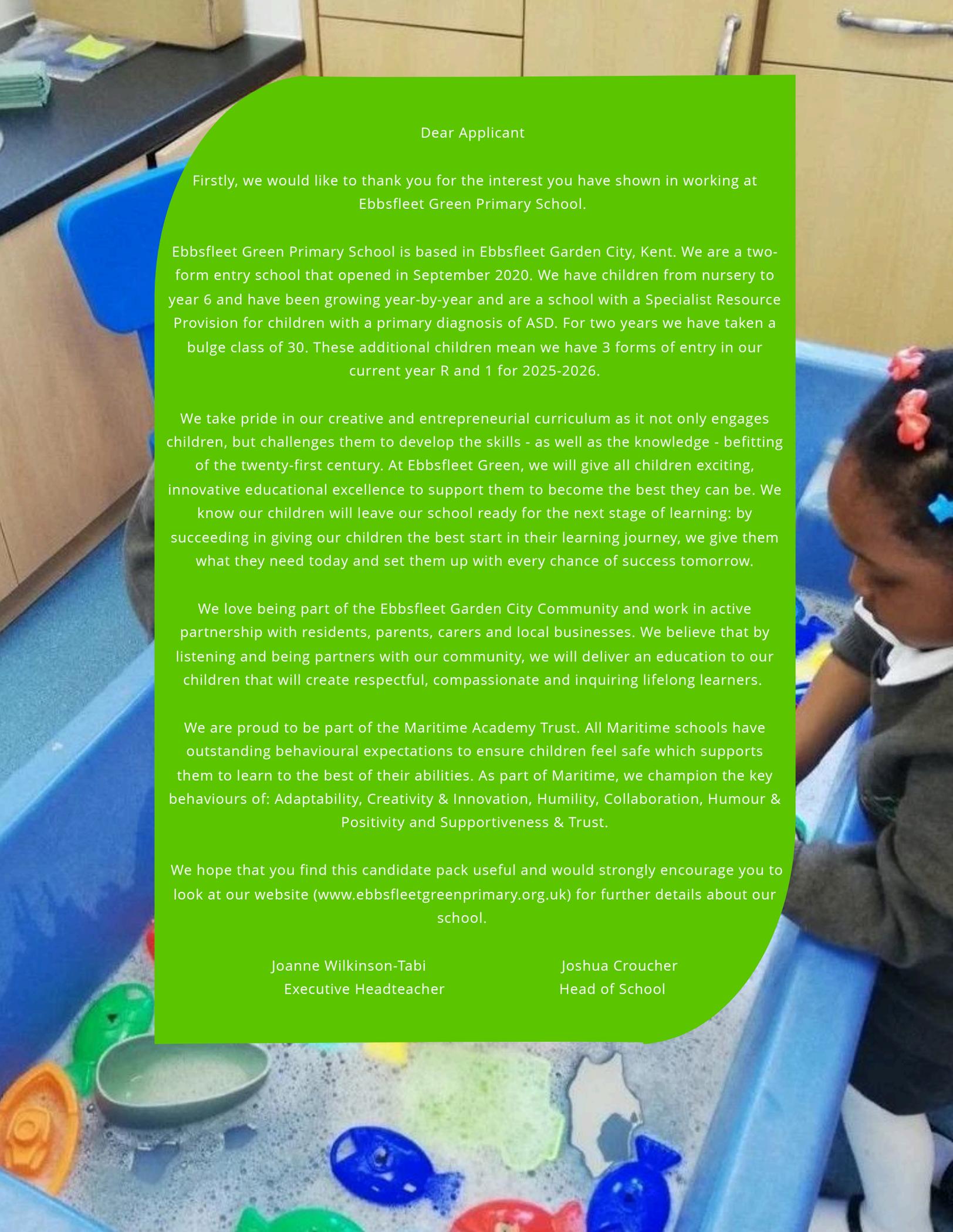


Maritime
Academy
Trust

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A young girl with dark hair and red bows is focused on playing with colorful fish-shaped toys in a blue sensory bin. The background shows a classroom setting with wooden cabinets and a black countertop.

Dear Applicant

Firstly, we would like to thank you for the interest you have shown in working at Ebbsfleet Green Primary School.

Ebbsfleet Green Primary School is based in Ebbsfleet Garden City, Kent. We are a two-form entry school that opened in September 2020. We have children from nursery to year 6 and have been growing year-by-year and are a school with a Specialist Resource Provision for children with a primary diagnosis of ASD. For two years we have taken a bulge class of 30. These additional children mean we have 3 forms of entry in our current year R and 1 for 2025-2026.

We take pride in our creative and entrepreneurial curriculum as it not only engages children, but challenges them to develop the skills - as well as the knowledge - befitting of the twenty-first century. At Ebbsfleet Green, we will give all children exciting, innovative educational excellence to support them to become the best they can be. We know our children will leave our school ready for the next stage of learning: by succeeding in giving our children the best start in their learning journey, we give them what they need today and set them up with every chance of success tomorrow.

We love being part of the Ebbsfleet Garden City Community and work in active partnership with residents, parents, carers and local businesses. We believe that by listening and being partners with our community, we will deliver an education to our children that will create respectful, compassionate and inquiring lifelong learners.

We are proud to be part of the Maritime Academy Trust. All Maritime schools have outstanding behavioural expectations to ensure children feel safe which supports them to learn to the best of their abilities. As part of Maritime, we champion the key behaviours of: Adaptability, Creativity & Innovation, Humility, Collaboration, Humour & Positivity and Supportiveness & Trust.

We hope that you find this candidate pack useful and would strongly encourage you to look at our website (www.ebbsfleetgreenprimary.org.uk) for further details about our school.

Joanne Wilkinson-Tabi
Executive Headteacher

Joshua Croucher
Head of School

Welcome to Ebbsfleet Green



Growing a community of lifelong learners

At Ebbsfleet Green, we believe that our children deserve exciting, innovative educational excellence. We strive to ensure that our children are given the knowledge, skills and attributes they need to thrive in a modern society. Learning goes beyond knowledge acquisition to encompass life and functional skills, preparing them for relationships, roles and responsibilities which are not yet known in today's society.

We celebrate and develop children's individual talents; we emphasise the importance of developing the whole child. We recognise the importance of developing a child's character, nurturing their talents and inspiring their creativity. We always encourage children to be proud of who they are and recognise what they can achieve when they believe in themselves. Through collaborative outcomes, our children showcase excellence and expertise, instilling in them confidence and self-belief whilst raising aspirations and bringing the wider community together.

Ebbsfleet Green Values

Ebbsfleet Green is a values-based learning community, committed to the education of the whole child.

We have a **GREAT** set of values and believe that our school values are the foundations on which all learning takes place, promoting a sense of community and belonging.

Our values are promoted in the everyday life of the school.

Growth
Respect
Enjoyment
Aspiration
Togetherness

The 6Cs underpin everything we do: collaboration, communication, citizenship, character, critical thinking and creativity, as we believe these are the attributes which will lead our children to longer-term success. The most successful people are competent in combining knowledge with skills; confidence with curiosity; and knowhow with innovation.

Ebbsfleet Green Photo Gallery



What the children say about Ebbsfleet Green Primary School

"I enjoy learning about art because we have the opportunity to experiment with lots of different techniques and explore new ways of doing things – we get to be creative!"

"I really enjoy our thematic learning because it is so interesting and we work in groups to find out lots of new things. We get to have lots of discussions and ask lots questions."

"Our teachers are great fun and they are very caring. They always read us stories, teach us new things and help us to practise our skills. I am much more confident at school now."

"We love learning at Ebbsfleet Green because we explore outside and we get to challenge ourselves. It's always lots of fun."

"I love sharing stories with my teachers and friend. We talk about the characters and how the stories make us feel."

"Ebbsfleet Green is great because everyone is kind and always happy to help."

"Everyone is friendly and supportive at Ebbsfleet Green. The teachers are really helpful and caring and all of the children are kind. I enjoy learning new things with my friends and talking lots about what I am doing."



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, gaps in employment history and fully completed referee contact details. 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 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 2023 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 a job if you are banned from working with children. Please see our policy statement on the recruitment of ex-offenders

Maritime Trust and its schools are 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 DBS check.

[A copy of our recruitment of ex-offenders policy can be found here.](#)

[A copy of the Maritime safeguarding policy can be found here.](#)

Shortlisted applicants will be asked to complete a criminal history declaration before interview.

Privacy

[A copy of our privacy statement for job 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:	Specialist Resource Provision Lead
Grade:	MSP / UPR + TLR
School/Team:	Ebbsfleet Green Primary School
Reporting To:	TBC
Direct Reports:	Direct and supervise assigned support staff and where appropriate, other teachers

This job description is based on the DfE Teacher Standards which define the core purpose and functions expected of a good teacher.

Core Purpose

To provide leadership to the Specialist Resource Provision (SRP) to achieve high quality teaching, effective use of resources and the highest possible standards of learning and achievement for SEND pupils. To line manage and improve the practice of colleagues within the SRP, leading and developing the teaching practice of others so that it impacts positively on wider pupil outcomes.

Teaching and Learning

- To develop, plan and deliver or support the delivery of the National Curriculum and intervention for a designated cohort of students within the SRP (suitably modified to take account of each child's special educational needs).
- To plan a personalised timetable of specialist teaching, intervention and inclusion based on children's individual needs.
- To provide advice and support to other teachers in the school working with children from the SRP, focusing on a whole school inclusive approach and universal high quality teaching.
- To provide advice and support to other teachers in the school working with children with SEND.
- Participate in the development of specialised resource toolkits to support children to develop skills and strategies that will increase their independence, confidence and self-esteem.
- To work as a member of the school team, attend staff meetings and lead training.
- To ensure that programmes devised for children are in line with their needs as laid out in their EHCP or other targets and contribute towards the achievement of agreed outcomes.
- To assess progress towards meeting outcomes for each child and take appropriate action as a result
- To liaise with the mainstream staff to plan, monitor and evaluate the provision for each student in the SRP. of these assessments.
- To meet with parents/carers to discuss their child's progress and take appropriate action as a result of these discussions.
- To keep abreast of new developments/initiatives in both special needs education and mainstream education by ensuring personal C.P.D. is effective.
- To have a clear understanding of safeguarding and the additional vulnerabilities of children who have ASD.
- To act in accordance with the schools staff code of conduct, values and policies.
- Support class teachers to retain responsibility for the progress of all pupils on their class list/roll.
- To take part in moderation and able to model effective teaching.

Job Description

Specific Responsibilities

- Work proactively with parents to include them in decisions, seek their views and supporting them with advice, training or other help through running groups, signposting or holding meetings
- Ensure specialist technology/equipment is used effectively.
- Ensure that there is a focus on developing the independence skills of the pupils and preparation for adult life.
- Work collaboratively with parents, the Local authority and professionals involved in supporting pupils.
- Promote inclusive high quality teaching and evidence-based interventions.
- Attend Maritime SRP network meetings and provide inreach advice to other Maritime schools regarding pupils with ASD.
- Report on impact of the work of the SRP to SLT and Governors.
- Support SLT to develop staff expertise through nationally recognised quality assurance measures such as the Balance System © Scheme for Schools.
- Maintain a focus on the quality standards necessary to obtain external accreditation e.g. National Autistic Society Accreditation, NAPLIC and ICAN.
- Support SLT to ensure all school staff have an ongoing programme of professional development of their understanding of how the needs of the pupils in the SRP may impact on their experience of school, learning and development.
- Undertake action research and keep up to date on current research findings and evidenced based approaches.

Leadership Responsibilities

- To lead and co-ordinate the SRP staff team.
- To audit SRP staff knowledge and skills in order to plan effective and targeted CPD.
- To co-ordinate and manage the provision in line with the recommendations in the SEN Code of practice, and in liaison with the Headteacher, SENCO and Local Authority.
- To disseminate advice and information with regard to the educational implications of ASD and other SEN barriers identifying the effects and provide appropriate strategic advice to staff working with students.
- To lead the delivery of school based in-service training.
- To raise awareness of staff and mainstream students of the main issues related to developmental language disorders.
- To provide reports to the Headteacher, governors and steering group on the development and progress of all pupils in the SRP.
- To make maximum use of the facilities in the provision and the facilities in the school and surrounding borough.
- Participate in the school's Performance Management and, in collaboration with the Senior Leadership Team, to be responsible for planning his/her own professional training and development and that of other Resource Provision staff.

Job Description

- Take responsibility for researching and applying knowledge of national legislation, regional policies and up to date research regarding children with a developmental language disorder, both within the Centre and within the mainstream school.
- Track and provide evidence of pupil progress from provisions to parents SLT and governors.
- To liaise with the SENCO to develop the use of the SRP in a way that is consistent with the needs of all pupils with an ASD within the school.
- To support the development of inreach and outreach services.
- To work with external agencies to provide maximum support for pupils, staff and parents.
- To work with the SENCO in the effective and efficient deployment of TA's.

General

- Take on any additional responsibilities that might from time to time be determined by the Headteacher as consistent and reasonable to your job duties.
- 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:	Specialist Resource Provision Lead
Grade:	Main Pay Range 1 - 6 + Upper Pay Range 1 - 3 + TLR
Academy/Team:	Ebbsfleet Green Primary School

Method of 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		
Educated to Degree level.	AF	E
Qualified teacher status.	AF	E
Successful primary teaching experience.	AF/I	E
Experience of working SEN pupils	AF/I	E
Secure knowledge of the National Curriculum.	AF/I	E
Knowledge of effective assessment and teaching and learning strategies.	AF/I	E
Knowledge of guidance and requirements around safeguarding children.	AF/I	E
Experience supporting others with professional development	AF/I	E

Person Specification

Skills and Abilities		
Ability to adapt teaching to meet pupils' needs.	AF/I	E
Ability to build effective working relationships with pupils.	AF/I	E
	AF/I	E
Ability to effectively deploy a wide range of effective behaviour management strategies.	AF/I	E
Ability to form positive relationships with children, colleagues and parents.		
Ability to effectively use ICT to enhance teaching & learning.	AF/I	E
General		
Commitment to the highest standards of child protection and safeguarding.	AF/I	E
Commitment to contribute to the strategic goals of the School and Trust.	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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[@EbbsfleetGreenPrimary](https://www.facebook.com/EbbsfleetGreenPrimary)



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Maritime Academy Trust

Please apply online on the link below

<https://mynewterm.com/jobs/147867/EDV-2026-EGPS-07371>



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