



The Tiffin Girls' School

Learning Support Assistant

Information Pack for candidates
June 2018



The Tiffin Girls' School

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Headteacher: Ian Keary

Dear Applicant

Learning Support Assistant post at The Tiffin Girls' School – June 2018

Thank you for your interest in the new post of Learning Support Assistant at The Tiffin Girls' School. This is an important appointment for this high achieving school. We are looking for someone who is able to offer excellent one to one support for a student with special educational needs.

The school is one of the top state schools in the country and in 2017 achieved some wonderful results:

- GCSE: 69% A* and 92% A*& A, Progress 8 1.21
- A Level: 32% A* and 93% A*-B

I was drawn to the Headteacher post here two years ago because of the wonderful culture and ethos that permeates this remarkable school. Whilst academic excellence is highly valued, so is the all-round development of the student, and I believe that, the performing and creative arts, sport, student leadership, debating, Young Enterprise, Duke of Edinburgh and other extra and co-curricular opportunities all play a significant role in supporting our students to hone different skills, experience new challenges and develop social and cultural capital.

When I joined the school in January 2016, I asked the staff to share with me what they thought was special about The Tiffin Girls' School, and below are some quotes that for me continue to capture the spirit of the school:

- *The attitude and behaviour of the girls - their willingness to throw themselves into everything with enthusiasm*
- *The students' eagerness to learn, their curiosity, how they embrace challenge*
- *The students (friendly, eager to learn). The staff (supportive, friendly, professional)*
- *The students are driven and love learning. The staff are exactly the same.*
- *The girls' enthusiasm for giving anything a go - being open to new ideas, being open to love something that is hard or not obviously lovable*

The girls take centre stage, and rightly so, as they prove themselves to be bright, articulate, friendly, assertive, caring and highly motivated young women who leave us in Year 13 to go on to a hugely impressive range of destinations.

The school's motto is *sapere aude*; 'Dare to be wise', and we promote that with the students, challenging them to be the very best version of themselves by:

- demonstrating intellectual curiosity
- taking responsibility for their learning - being self-motivated
- thinking creatively and critically
- going beyond the norm - trying something new
- having the courage to take risks and fail
- reflecting and learning from mistakes
- articulating and expressing their own thoughts and ideas

Every member of this community is committed to safeguarding and promoting the welfare of all our students. We demonstrate our commitment through:

- maintaining an attitude of 'it could happen here';
- when concerned about the welfare of a child, always acting in the interests of the child;
- establishing and maintaining an ethos where students feel secure and are encouraged to talk and are always listened to;
- ensuring that all students know there is an adult in the school whom they can approach if they are worried or in difficulty; and
- including in the curriculum opportunities which will equip students with the skills and knowledge they need to stay safe from harm, to make informed decisions and to know to whom they should turn for help.

I hope that you are excited by what you read and see on the school's website, and that the opportunity to contribute to the wellbeing of our students in such a direct way is an appealing one. I look forward to receiving your application.



Ian Keary
Headteacher



Our School

The Tiffin Girls' School, a selective state school and stand-alone Academy, is a vibrant and happy community where the girls take centre stage. The school is currently home to 1,113 girls, aged between 11 and 18, and for over 138 years has been providing an education where girls can live up to the school's motto *sapere aude*; 'Dare to be wise'. The school prides itself on encouraging girls to aspire to excellence in everything they do, whether that be: academic excellence, a passion and enthusiasm for the creative and performing arts, sporting prowess, or student leadership. A broad and challenging curriculum sits alongside a stimulating and rewarding range of extracurricular activities, many of which are student-led, and these elements of school life combine to develop inquisitive, confident, dynamic and successful young women ready for their future lives as global citizens.

The girls achieve highly because they are incredibly motivated, hardworking and focused. It is, however, the caring and strong pastoral system, complemented by the development of strong friendship groups, which makes them feel happy and safe, allowing them to flourish in their time here. The school also benefits greatly from a very positive relationship with parents, working together in our common aim which is to encourage and support the girls.

The school is a six form entry selective school, having expanded from five forms of entry in September 2016. As of September 2017, we have 180 students in Years 7 and 8, and 150 each in Years 9, 10 and 11, with over 300 in the Sixth Form.

There are spacious yet functional premises, which provide extensive facilities in all areas of the curriculum. Specialist teaching areas include thirteen science laboratories, three art rooms, one of which is a fully equipped ceramics room, a drama studio, Learning Resource Centre (with additional computers), music suite and a computer suite of two computer rooms, with bookable laptops and clusters of machines in design technology, music and science. There is a large assembly hall, a separate dining hall and two gymnasias. Sports facilities include an astro turf, resurfaced netball and tennis courts.

The school's proximity to London makes it possible for students of all ages to attend concerts, plays, theatre workshops, lectures, exhibitions, one-day conferences and international matches. The school makes good use of this facility as trips and activities outside of school form an essential part of the students' educational experience.

Parental contributions and fundraising have greatly enhanced the accommodation in the school. In the recent past, two new classrooms, a learning resources centre and two science laboratories, have been added thanks to our parents.

Staff

The strong team of highly qualified staff has extensive and varied experience. Both teaching and non-teaching staff share a commitment to high standards of learning, discipline and care for the personal wellbeing of each student. Good liaison is cultivated with local feeder schools, community services, employers and with universities.

There is an active staff association, which arranges social activities throughout the year.

Curriculum

The school provides a wide range of subjects that meet the learning and destination choices of our highly able students. Lessons are taught in one hour periods over a 25 period week.

Our Key Stage 3 curriculum develops students' knowledge, skills and understanding, and lays the foundations for the courses students will then follow at Key Stage 4. All subject areas are enriched with a wide range of creative and stretch and challenge opportunities that are designed to enable students to

reach their full potential.

In Years 10 and 11, subjects are taught across two periods per week. The exceptions to this are Maths (three periods per week) and English (four periods per week). The core curriculum includes English, Maths, Biology, Chemistry, Physics and a language with students then choosing four further options. All students receive PE as part of their broader curriculum.

In Years 12 and 13, subjects follow A Level specifications with the exception of Music, which currently follows the Pre-U course. Students choose four subjects to begin their studies, with most then choosing to continue three to full A Level in Year 13. Following their AS exams in Year 12, students are given the opportunity to study the Extended Project Qualification (EPQ). Further details on options at GCSE and A level are available on our website.

In Year 12, we combine with Tiffin School for a joint programme of activities designed to broaden their education. The girls enjoy this social link with the boys' school.

Staff care passionately about the students, and we are acutely aware of the pressures that many high achieving girls face. We have therefore developed a comprehensive evidence based PSHE curriculum, one period a week, which has been specifically written for our context.

Sixth Form

Sixth Form students have many opportunities to enrich their educational and social experience over the two years and many participate in charity and not for profit enterprises. They compete at national level in the Young Enterprise Company Programme (UK winners 2013), enrol on the Duke of Edinburgh Award Scheme Silver and Gold awards, and take part in debating, university challenge, Model United Nations and a wide range of other clubs and societies. Alongside this, the girls are encouraged to conduct work experience to support their personal development and UCAS applications.

Student leadership is actively encouraged and many Sixth Form students are school officers, prefects, subject associates and mentors for younger students in the school. Sixth Form students, for example, mentor and coach a large number of students in debating clubs covering all three key stages; all year groups compete in local and national competitions such as ESU and University Schools events.

While many of our students go on to Oxbridge and other Russell Group universities, a small number are choosing to study abroad gaining places at Harvard, New York and Washington State universities.

Location

The school is located in spacious and attractive grounds in a pleasant residential area which is bordered by the River Thames and Richmond Park. It is situated on the northernmost edge of the Royal Borough of Kingston upon Thames with easy access to road and rail networks. The nearest railway stations are at Kingston upon Thames (Zone 6), a fifteen minute walk away, or Richmond upon Thames.

Safeguarding at The Tiffin Girls' School

In support of our safeguarding commitment, we undertake rigorous employment and Disclosure and Barring service checks on appointment. We provide regular safeguarding training and expect staff to be aware of, understand and act in accordance with school policies. On appointment, staff will be asked to sign up to our E-Safety, Health and Safety and Safeguarding policies and manual. In addition, on appointment, all staff are required to sign their agreement to complying with the school's Code of Conduct. If any of the above raises any queries when you are considering your application, please do not hesitate to contact Kirstin Stansfeld, HR Director on recruitment@tiffingirls.org.



JOB DESCRIPTION:

GRADE	D
REPORTS TO:	Assistant Headteacher (Pastoral - Years 7-11)/SENCO
KEY RELATIONSHIPS:	<ul style="list-style-type: none"> • Heads of Year (HoYs) • Heads of Department • Students • Parents • Relevant external agencies
Key purpose of role	<ul style="list-style-type: none"> • To complement the professional work of teachers by supporting students for agreed learning activities under supervision of teaching staff. This may involve delivering learning activities for individuals/groups enabling access to learning for pupils • Inputting into the monitoring of students' performance including assessing and feeding back on student achievement, progress and development • To encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of school life • To support the work of the SENCO (AHT) by undertaking administrative tasks
Main responsibilities	<p>Support for students</p> <ul style="list-style-type: none"> • Supervise and provide particular support for identified pupils ensuring their access to learning activities • Support students in lessons, small groups and 1:1 to enable students with specific learning needs to access their curriculum • Establish productive working relationships with students, acting as a role model and setting high expectations • Assist with the implementation, development and review of IEPs / EHCPs • Promote the inclusion and acceptance of all students within the classroom and in extra curricular activities • Support students consistently whilst recognising and responding to their individual needs • Encourage students to interact and work co-operatively with others and engage all students in activities • Promote independence and employ strategies to recognise and reward achievement of self reliance • Provide feedback and guidance to students in relation to their progress and achievement, behaviour and attendance • Promote good pupil behaviour, dealing promptly with incidents in line with established policy and encourage pupils to take responsibility for their own behaviour • Establish constructive relationships with parents/carers <p>Department/curriculum support</p> <ul style="list-style-type: none"> • Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans

- Work with teaching staff to amend teaching resources as needed to support the learning of identified pupils, disseminating best practice amongst teaching staff to ensure teaching strategies/resources meet needs of pupils
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals and in particular, provide specialised support for teaching and learning within agreed lessons (which may include the use of ICT resources)
- Undertake structured and agreed learning activities, adjusting activities according to pupil response
- Assist with the planning of learning activities as required
- Monitor pupils' responses to learning activities and accurately record achievement/ progress as directed
- Provide details and regular feedback to teachers on pupil's achievement, progress, problems etc
- Undertake programmes linked to local and national learning strategies eg literacy, English as an Additional language
- Promote the general progress of individual students
- As necessary, register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Accompany school visits/trips as required
- Support internal and external examinations by providing specialist invigilation support or 1:1 support to support team of invigilators

SENCO administrative support

- Make appointments for SENCO eg with parents/relevant external parties and co-ordinate calendars
- Attend SEN review meetings with AHT, taking minutes
- Disseminate and collate review paperwork and round robins for identified students with SEND needs
- Writing up Individual Education Plans and/or other necessary follow up documentation and administration
- Maintain a comprehensive and confidential filing system for SENCO administration, complying with current Data Protection requirements and in accordance with school policy

Personal development

- Take responsibility for own continued professional development
- Participate in training and other learning activities as required
- Full participate in the school's appraisal process

General

- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.
- To uphold the school's policy in respect of safeguarding.
- To perform any other duties, as may reasonably be required by the Headteacher, which are considered to be commensurate with the job purpose and grading of the post.



PERSON SPECIFICATION

Qualifications and Experience	<p>Essential</p> <ul style="list-style-type: none"> • Studied to a minimum standard of GCSE (grade A*–C) in Maths and English • Experience of working with children/young people • Experience of undertaking a wide variety of administrative duties in a busy office environment. <p>Desirable</p> <ul style="list-style-type: none"> • Experience of teaching/working in a similar role in a secondary school • Experience of supporting hearing impaired students • Experience of dealing with extensive confidential information and understanding the impact of data protection requirements.
Knowledge and Skills	<p>Essential</p> <ul style="list-style-type: none"> • Ability to build and form good relationships with students, colleagues, parents and external agencies • Ability to relate well to and motivate young people • Good verbal and written communication skills appropriate to the need to communicate effectively with students, colleagues, parents and other professionals • Ability to work constructively as part of a team, understanding school roles and responsibilities including own • Good standard of literacy skills • Ability to absorb and understand a wide range of information. <p>Desirable</p> <ul style="list-style-type: none"> • Ability to use ICT software packages including student management information system. • Working knowledge of safeguarding • Knowledge of strategies to support students with a variety of SEND needs.
Personal Qualities	<p>Essential</p> <ul style="list-style-type: none"> • A diplomatic and patient approach • Able to deal appropriately with confidential information/situations • Able to follow direction and work in collaboration with line manager • Able to work flexibly to meet deadlines and respond to unplanned situations • Efficient and meticulous in organisation • Initiative and ability to prioritise one's own work • Desire to enhance and develop skills and knowledge through CPD • Commitment to the highest standards of safeguarding • Recognition of the importance of personal responsibility for health and safety • Commitment to the school's ethos, aims and its whole community.



Benefits of working at The Tiffin Girls' School

All of our employees enjoy a range of benefits:

- Pleasant working environment on the outskirts of the busy town of Kingston upon Thames with easy access to London and the surrounding Surrey countryside
- Free on-site parking
- Cycle to Work Scheme
- Childcare Voucher Scheme
- Enhanced maternity benefits and consideration given to flexible working where possible
- Free at the point of use counselling
- Free tea and coffee in the staffroom with regular 'treat days' eg Fruit Friday
- Membership of the Local Government Pension Scheme
- Generous annual leave entitlement – 26 days' paid annual leave (to be taken during the 13 weeks of school holidays)