



Farringtons SCHOOL

CANDIDATE INFORMATION PACK FOR THE POST OF SEND TEACHING ASSISTANT

**Closing Date for applications:
12 Noon on Thursday 21st June 2018**

Interviews to be held on Tuesday 26th June 2018



Welcome to Farringtons School



As one of Kent's leading independent co-educational day and boarding schools, Farringtons takes great pride in its high standards of academic teaching. Our school motto is "Posside Sapientiam" and we encourage all our students to "Grow in Wisdom" intellectually, socially and emotionally.

Our school provides education for boys and girls from age three to eighteen and an integrated community of pupils, parents and teachers that results in a close, secure and happy learning environment.

The wide variety of academic, extra-curricular pursuits and leadership opportunities that we offer, as well as the excellent pastoral care and supportive Christian values of our school, produces young people who have integrity, enquiring minds and a generosity of spirit.

Our desire is that Farringtons School will enable each child to develop and shine.

A handwritten signature in black ink, reading "Dorothy A. Nancekivill".

Mrs Dorothy Nancekivill

Head

SEND Teaching Assistant – Information for Applicant

May 2018

Dear Applicant

Thank you for your interest in working at Farringtons School as a SEND Teaching Assistant to start September 2018.

We are looking to appoint an enthusiastic, qualified and highly motivated Teaching Assistant to inspire pupils enabling them to develop and shine.

We are looking for a motivated, caring person to join our team of Teaching Assistants, to look after the needs of a named child within the Senior School. You will be assigned to work a certain number of hours per week, to the named child, over the full five days, subject to timetabling requirements. The rest of the time will be used for general administration and other TA duties within the Senior School.

The successful candidate will be organised, reliable and have necessary ICT skills to fulfil the role, you will be able to work both independently and collaboratively as part of a team.

In your supporting statement please include the following points:

1. Your experience to date.
2. How you meet the requirements of the personal qualities we are seeking
3. What you can offer Farringtons School

Farringtons School is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and enhanced disclosure through the Disclosure & Barring Service.

If you would like any further information please do not hesitate to contact me. You may like to look at our website www.farringtons.org.uk as a further source of information. Completed applications should be returned by e-mail to recruitment@farringtons.kent.sch.uk. The closing date for applications is 12 noon on Thursday 21st June 2018, but early applications are recommended as we reserve the right to appoint before the closing date.

I look forward to receiving your application.

Yours sincerely



Mrs Dorothy A Nancekieveill
Head

The SEN Department at Farringtons School consists of a small team of specialist teachers who work closely with subject teachers and individual students.

We mainly deliver learning support in the form of literacy and numeracy skills and also offer study skills support to Years 10 to 13. We have a wide range of resources to accomplish this and focus as much as possible on hands on, multi sensory teaching that works with the strengths of the pupil.

We are a supportive department and firmly believe in putting the needs of the pupil first before everything else. The department offers its own training and development on an informal basis and takes pride in keeping up to date with the latest teaching strategies and research on special educational needs.

Job Description – SEND Teaching Assistant

To work under the direct instruction of Teaching/Senior Staff to enable access to the school environment and learning and recreational activities for pupil. The TA will also provide a professional service commensurate with a Level 3 Diploma in Specialist Support for Teaching and Learning for teachers in the management of pupils and the school setting.

Support for the Pupils

- Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters;
- Supervise and support pupils, ensuring their safety and access to learning;
- Establish good relationships with pupils, acting as a role model and being aware of, and responding appropriately to, individual needs;
- Promote the inclusion and acceptance of all pupils;
- Encourage pupils to interact with others and engage in activities led by the teacher;
- Encourage pupils to act independently as appropriate;
- Work with individuals/pupil groups in learning activities as directed by the teacher.
- Prepare differentiated resources as directed by the teacher.

Support for the Teacher

- Prepare the classroom as directed for lessons and clear afterwards and assist with the display of pupils' work;
- Be aware of pupil problems/progress/achievements and report to the teacher as agreed;
- Undertake pupil record keeping as requested;
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate;
- Gather/report information from/to parents/carers as directed;
- Provide clerical/administrative support (e.g. photocopying, typing, filing, etc.)

Support for the Curriculum

- Support pupils to understand instructions;
- Support pupils in respect of school and national learning strategies (e.g. literacy, numeracy, etc.);
- Support pupils in using basic ICT as directed;
- Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use;
- Present learning activities as directed by the teacher.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
- Be aware of, and support difference, and ensure all pupils have equal access to opportunities to learn and develop;
- Contribute to the overall ethos/work/aims of the school;
- Appreciate and support the role of other professionals;
- Attend relevant meetings as required;
- Participate in training and other learning activities and performance development as required.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- To undertake any additional duties which may be allocated by Senior Staff after consultation with the post holder, to further support the work of the school.

Job Description - SEND Teaching Assistant Continued

Generic Responsibilities for All Farringtons Staff

- To actively promote the aims and ethos of Farringtons
- To work within the Farringtons framework with regard to Health and Safety
- To be committed to child safety and undergo child protection screening (DBS check) and training
- To follow the ethos of re-cycling in line with school policy
- To promote equal opportunities at Farringtons
- To support Farringtons commitment to the continued professional learning of all staff
- To undertake any additional duties as may reasonably be requested by the Headmistress or members of SLT.

Safeguarding

- To promote and maintain the standards of the school's commitment to safeguarding children
- The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- Although there is no direct responsibility for children, this role will involve daily contact with pupils.
- All applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and enhanced disclosure through the Disclosure and Barring Service.

Prevent Duty

- To promote and maintain the standards of the school's commitment to ensure all staff understand the risks of radicalisation within our School and how this risk may change from time to time.
- To ensure that staff are aware of the Prevent Strategy and are able to protect children and young people who are vulnerable or may be at risk of being radicalised.
- The School is committed to placing a strong emphasis on the common values that all communities share such as self-respect, understanding, tolerance and the sanctity of life. Pupils are taught to respect and value diversity as well as understanding how to make safe, well-considered decisions.

Health and Safety

- All employees have a legal duty to ensure the safety of themselves and all the pupils and staff within the school as detailed in the Health and Safety at Work Act 1974.

Data Protection

- All employees should familiarise themselves with and follow the Data Protection guidelines and practices.

Code of Conduct

- All Employees are expected to demonstrate consistently high standards of personal and professional conduct.
- All Employees must maintain high standards of the aims and ethos of the School both within and outside school, by:
 - treating pupils, staff and parents with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the employee's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
 - All Employees must have proper and professional regard for the ethos, policies and practices of the school in which they work, and maintain high standards in their own attendance and punctuality.

Person Specification – SEND Teaching Assistant

AREA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • Good basic education to GCSE level in literacy and numeracy, or the equivalent • NVQ3 in support for teaching and learning (or equivalent) 	<ul style="list-style-type: none"> • A relevant qualification in Childcare and/or Education
Experience	<ul style="list-style-type: none"> • Experience of working with young people, preferably within an educational setting 	<ul style="list-style-type: none"> • Knowledge of literacy, numeracy or Science Curriculum at KS3
Knowledge and Skills	<ul style="list-style-type: none"> • Help professional staff to achieve their objectives; • Work with pupils in learning activities as directed by the teacher; • Assist children on an individual basis, in small group and whole class work; • Explain tasks simply and clearly and foster independence; • Supervise children, and adhere to defined; behaviour management policies; • Accept and respond to authority and supervision; • Work with guidance, but under limited supervision; • Liaise and communicate effectively with others; • Demonstrate good organisational skills; • Reflect on and develop professional practice; 	<ul style="list-style-type: none"> • monitor, record and make basic assessments about individual progress; • suggest alternative ways of helping children if they are unable to understand; • describe, in simple terms, the process of behaviour management with children; • identify gaps in their own experience that they need help in filling; • demonstrate the ability to learn and adapt from past experience.
Personal Qualities	<ul style="list-style-type: none"> • A sense of humour, a 'can do' attitude and most importantly the flexibility needed to work effectively in an Independent school environment • Evidence of being able to build and sustain effective working relationships with students, staff and parents • Play a full and active role in the wider development of the school • A strong and supportive team player • Flexible, well-organised, energetic and self-directed, us initiative 	<ul style="list-style-type: none"> • An excellent health and attendance record



The story of Farringtons School began in 1908 when a group of Methodists decided to open a new girls' boarding school, effectively a 'sister school' to The Leys School in Cambridge. After looking at several sites, they settled on buying the land which Farringtons now occupies in Chislehurst, Kent. The land that the school sits on was occupied by a small mansion dating back to the 17th century. The mansion had been home to several families, including three generations of the Farrington family who lived there during the latter part of the 18th century into the early 19th century. It is from this connection that the school took its name Farringtons.

Farringtons School opened in 1911. By the early 1920s the accommodation at Farringtons was insufficient for its needs and further building work was required. In June 1925, the School was greatly honoured when Queen Mary visited to open these new buildings. She graciously gave permission for the new central area (linking the original School House to the new West House) to be named Queen's Court in her honour. In 1934, the beautiful Chapel was built and in 1936 Queen Mary made a further visit to Farringtons, this time a private one, to inspect the Chapel.

In 1994, Farringtons merged with Stratford House – a local girls' school that had opened in Bickley in 1912. Stratford House had a similar ethos to Farringtons and similar traditions. The newly merged School was sited at the Farringtons campus because more space was available for future development and a new Art & Technology Block was built and named Stratford House. In 2010, the school accepted boys into Year 7 for the first time; it is now fully co-educational, a process which has been incredibly successful and places are much in demand from both boys and girls alike.

The School continues to grow and flourish, and 2016 saw the opening of a new two-storey teaching block which provides enhanced teaching accommodation and facilities for both Science and Mathematics. The School community is proud of its beautiful 25-acre parkland setting, bordering a nature reserve on the outskirts of Chislehurst in Kent. The School's proximity to London creates a diverse environment allowing for a variety of views, opinions and styles. Farringtons is a wide ability school, and all of our students have the potential to learn and achieve high standards; both academically and non-academically. Our students are bright and enthusiastic about learning and being a part of the Farringtons community. We offer a range of courses including GCSE, A Level and BTEC allowing students to access the higher education courses, apprenticeships and careers of their choice. At Farringtons, we are successful at helping pupils to recognise their potential across the curriculum, and supporting them to achieve their very best.



The school motto, ***Posside Sapientiam***, (Growing in Wisdom) influences much of what we do. Underpinned by Christian values, Farringtons School aspires to be a place of trust and respect where teachers take an active interest in the intellectual, physical, moral and spiritual development of every student. We know co-education to be the right platform for developing the interpersonal skills necessary to succeed in the modern world. The importance we place on nurturing individuality and the manageable size of Farringtons ensures that pupils do not get lost, but rather thrive in their own way – they are encouraged to ‘Develop and Shine’. Our core mission is to inspire, assist and challenge young people to achieve their potential. This is our shared mission and every employee and parent play an important role in achieving this. In order to make our vision reality, we:

- Promote the holistic development of each individual and provide the best education for every child within a supportive Christian environment.
- Inspire each student to achieve success through excellent teaching, outstanding pastoral care and support and increase their desire for lifelong learning.
- Create a community that promotes Christian values, giving students of all faiths or none, the opportunity to worship in a Methodist tradition, enhancing their capacity to be considerate of others.
- Provide a safe and fit for purpose environment that encourages children to achieve their best.
- Create an environment that prepares students for their life after school, giving them real confidence and humanity and ensures that they always feel part of the Farringtons family.

Early Years: Pre-reception & Reception Classes



The Foundation Stage is the first part of the National Curriculum, focusing on children aged between three and five. The philosophy underpinning the Foundation Stage curriculum is that learning should be structured with an emphasis on fun, relevant and motivating activities.

Farringtons' purpose-built Pre-Reception building is light, secure and spacious and opens directly onto its own outside play area. Here, the children have access to many outdoor activities, including sit and ride vehicles, sand and water play and other equipment to develop their gross and fine motor skills. The children learn through exciting hands-on activities both inside and out and are supported by our highly qualified staff. The emphasis is on learning through play, and therefore much of the curriculum is delivered through practical activities. The children enjoy painting and creative artwork, music and dance, as well as going on exploratory walks. The love of books and language is also an important aspect of their learning, as is an understanding of number.

The transition into Reception is seamless, as the classrooms are adjacent to the Pre-Reception building and staff and children come together for regular playtime and other activities. The children will attend school for a full five days and as such, they join in with many of the daily school routines, including assemblies, and Chapel. Although learning is still planned through play and practical activities, there is greater emphasis on literacy and mathematical development. The children are also encouraged to become more independent, and to develop caring attitudes towards their peers.

At Farringtons, we appreciate the importance of childhood and how the learning and development in the early stages of a child's education are critical for establishing positive attitudes and a joy for learning, which will continue throughout their school life.



The Junior School at Farringtons educates boys and girls aged 5 to 11 years old, and as we are a 'through school', learning continues into the Senior School up to the age of 18. We pride ourselves on having an integrated community of pupils, parents and teachers who help to create a close, secure and happy learning environment. Our teaching, which draws from and goes beyond the requirement of the National Curriculum, is a successful mix of both traditional and progressive approaches to education.

As pupils move through the years at the Junior School, they benefit from an increased emphasis on specialist teaching delivered by practitioners who share their enthusiasm and depth of knowledge for their subject. Children are also given opportunities to build their confidence and self-esteem by participating in a stimulating range of creative, musical and sporting activities. We encourage all pupils to discuss and discover in order to develop enquiring minds, self-assurance and positive work habits, ready for the next stage as they progress to the Senior School or other schools for secondary education.



Farringtons has a long commitment to excellence and opportunity in education. The curriculum in the Senior School reflects this, providing a wide range of modern and traditional subjects from which to make final examination choices.

Small class sizes, dedicated staff and supportive teaching ensure that we are able to nurture individual needs. Pupils in the Senior School range in age from 11 – 19 years old. During the first three years, the emphasis is placed on sound preparation in basic academic skills and, during Year 9, thorough advice on appropriate GCSE options.

In Years 7 – 9, the curriculum comprises of English, Mathematics, Science, Religious Studies, Physical Education and one compulsory Modern Foreign Language; currently Spanish. In addition, pupils choose a second Modern Foreign Language, either French or German. They will also study the subjects that they may choose to continue to GCSE; these include, Art, Ceramics, Drama, Food & Nutrition, History, Geography, Graphic Design, Information Technology, Music, Resistant Materials and Textiles.

From Year 9, pupils are supported in making their GCSE option choices as part of our careers programme. Careful planning ensures that each pupil follows a balanced timetable of lessons, giving the right foundation for his or her future A Level, Higher Education or career choices. New subjects are introduced into the curriculum at various stages. In addition to GCSE, we offer BTEC Sports and Business Studies courses.

Throughout the School, pupils from overseas receive additional English tuition, leading to internationally recognised qualifications.

Form Tutors and visiting speakers provide a structured Personal, Social and Health Education course. PSHE introduces and discusses key moral, ethical and social issues at appropriate times in the pupils' lives. It aims to foster a greater understanding of today's society and to assist them in taking responsibilities for their own and their fellows' well-being.



Our Sixth Form programme ensures that students acquire the academic qualifications and develop the personal qualities they need to meet the challenges of Higher Education and the world of work.

Small class sizes enable our experienced teachers to nurture the talent of every Sixth Form student as an individual. This, in turn, ensures that our students have the best possible guidance during the university application process.

Farringtons offers a wide choice of AS and A2 levels, some BTEC and EPQ, timetabled so that university or career choices are not restricted to inflexible subject options. Increasingly, universities want to know about students' interests and activities as well as their academic achievements. Outstanding higher education support is given to every student.

We encourage our Sixth Formers to broaden their horizons and develop leadership skills through the Duke of Edinburgh Award Scheme, Business Enterprise Programme, public speaking, excel programme, the School House system and many other opportunities. Sixth Formers have their own study areas and common rooms where they can engage in private study, relax, socialise and make drinks and snacks.



Everyone who visits Farringtons comments on the warmth of the welcome that they receive and especially the friendly, family atmosphere of our boarding houses. Boarding provides a safe, stable environment for pupils but it also offers them a huge range of new opportunities and experiences. Our caring house staff help new boarders settle in quickly and become part of the School's extended family.

Boarding is offered on a full, weekly or occasional basis, reflecting the needs of the modern family. Our comfortable, well-equipped boarding accommodation consists of homely, spacious bed/study rooms, with network and Internet access, all set amongst our beautiful grounds.

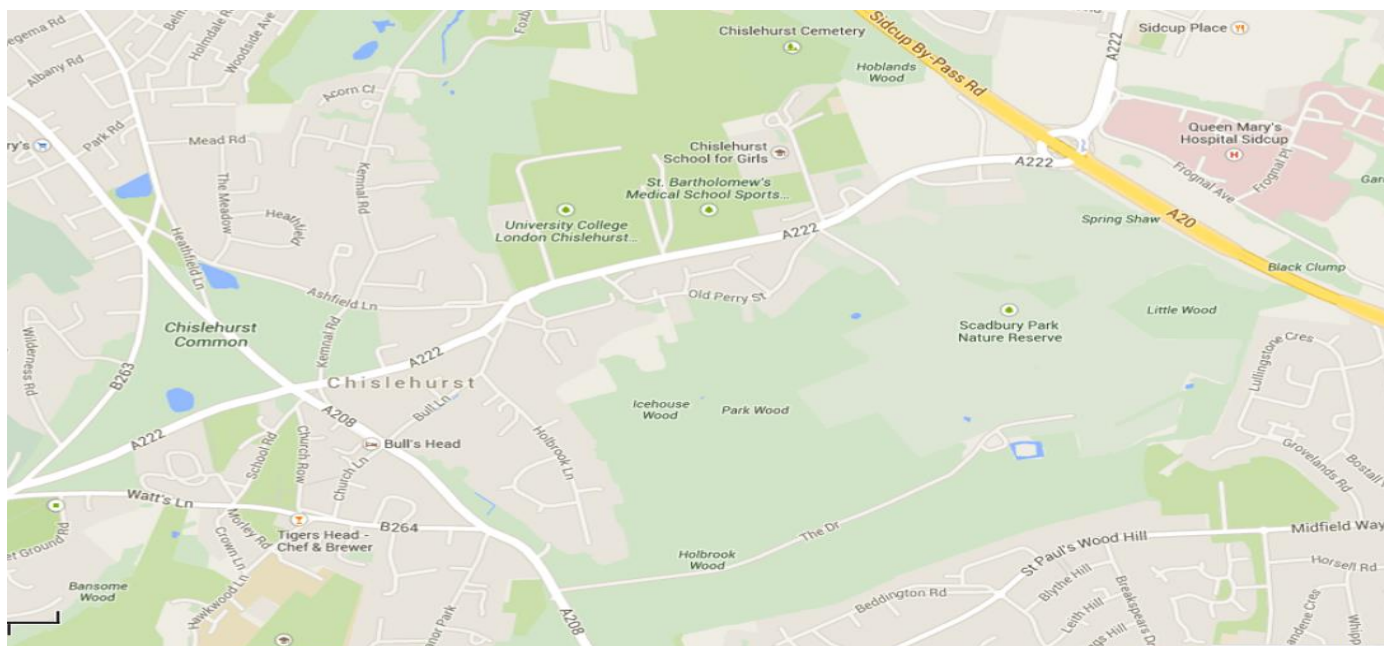
Where possible, members of the Upper Sixth each have their own room. All boarders are encouraged to personalise their rooms to make them feel more like a 'home from home'.

Weekends provide boarders with a valuable change of pace and there are plenty of activities on offer. A lively programme of cultural and leisure trips ensure that there is never a dull moment. The school's proximity to the M25, M2, and M20 motorway networks and to central London make it highly convenient for boarders coming from almost anywhere in the UK or abroad.



Farringtons is set in 25 acres of beautiful grounds and is fortunate enough to have an extensive range of buildings and facilities including:

Chapel	Library
Junior Gym	School Hall
Swimming Pool	Two ICT Suites
Junior Netball Court	Tennis/Netball Courts
Photography Dark room	Three Boarding Houses
Infant Block with Fenced Playground	Purpose Built Pre-Reception Classrooms
Key Stage 2 Teaching Rooms	Modernised Science Laboratories
Refurbished and modernised Dining Room	Large Sports Hall with Dance, Studio and Fitness Room
Technology Department housing Art Studio, Resistant Material Workshop, Ceramics Workshop, Food and Nutrition and Textiles Classrooms	



BY ROAD

Approaching from the M25

- Leave the motorway at Junction 3 and take the exit marked A20 London/Lewisham
- Continue until you reach the turn off for the A222 - signposted Sidcup/Chislehurst/Bromley
- Take the first exit at the roundabout, which is Perry Street
- **Continue past the BP Garage and Old Perry Street until you see the School sign. The entrance to the school is on the left-hand side. Once you are in the grounds bear left towards East House Reception.

Approaching from Bromley/Petts Wood (A222)

- From Bromley take the A222. You will come to a junction with traffic lights at Chislehurst with a War Memorial on the left-hand side
- Go straight ahead at the lights and continue until you see the Farringtons School sign
- You will not be able to turn right here as there are bollards in the centre of the road
- Continue and take the next turn on the right (Old Perry Street)
- Take the first entrance on the right which takes you into the school car park
- If approaching from Petts Wood, turn right at the traffic lights with the War Memorial, or turn left if approaching from Chislehurst

Approaching from the M20

- Stay on the M20 until it becomes the A20 London bound
- Continue as directed from M25 **

Approaching from London A20

- Take the turn off marked Sidcup/Bromley/Chislehurst which leads to a large roundabout
- Take the third exit marked Bromley A222
- Continue as directed from M25

BY BUS

- Buses 160, 638, 269, 625, 661, 162, 161, 61 and 273 all stop within five mins walking distance of the school.

BY TRAIN

- Trains run from Charing Cross, Waterloo East or London Bridge to Chislehurst Station (approximately every 20/30 minutes).
- For details of precise train times, please telephone Train Enquiries on 08457 48 49 50.

BY AIR

- Gatwick airport is approximately 45 minutes away and can be reached easily from the M23/M25.
- Heathrow Airport is approximately 1 hour 30 minutes away and can be reached from the M4/M25.

Key facts

Type of school:	Co-educational boarding 11–19 and day students 3–19
Age range:	3–19
Number of pupils:	700
Number of boarders:	70
Religious tradition:	Methodist
ISC association:	Society of Heads
Affiliation:	BSA



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