

CHANCE COMMUNITY

Job Application Pack



Excellence has no limits



Dear Candidate

Making a difference at Chace Community School really does mean that you will be able to change lives. Our commitment is that from the moment students arrive at our school, we provide them with an education of excellence; one that will change their lives and inspire them to be the leaders of tomorrow.

Our school is an 11-19 comprehensive school in the London Borough of Enfield and in April 2022 we were judged GOOD in all areas by OFSTED. I take immense pride in the work of all our staff and students to achieve this recognition. I have worked at Chace since 2015 and became Headteacher in April 2021, witnessing first-hand phenomenal school improvement. We are also proud of our diverse student and staff community and for this reason welcome applications from people of all backgrounds. We have high numbers of students from disadvantaged backgrounds and staff step up to their duty to provide them with an education of excellence.

Staff at Chace really do make a difference. We do work hard and set high expectations of all our team, but career development and professional worth is also valued enormously. I am proud that we were awarded a quality mark for professional development and featured in the Tom Sherrington book *The Learning Rainforest: Fieldbook* for our teaching excellence. My commitment to you, is that by joining our team you will be supported individually and professionally.

This is an exciting period for Chace. For the third year running we celebrated significantly improved outcomes at GCSE. OFSTED's recent visit further confirmed our improvement journey with our results showing that our hard work to improve the curriculum and teaching has had a significant impact.

If you are thinking of joining us please come and look around the school to get a feel for our ethos and values and meet some of our team.

I look forward to reading your application form and welcoming the right candidate to our school.

Best Wishes



Tanya Douglas

Headteacher

JOB DESCRIPTION

Post Title	:	Teaching Assistant / Higher Level Teaching Assistant
Status	:	Permanent - Full Time
Line Manager:		SENCO/Deputy SENCO
Hours	:	32.5 HPW x 39 WPA
Allowance	:	Scale 3 - Scale 6 (to be determined by skills and experience)
Start Date	:	As soon as possible

At Chace Community School our aim is to provide an **education of excellence** to every child; one that will change their lives and inspire them to be the **leaders of tomorrow**.

Through our investment in an ambitious and engaging curriculum, strong discipline and inspiring teaching, our students can achieve our school motto of '**excellence has no limits**'. We are proud of every student and believe that each one of them can achieve. Staff will never cap a student's potential, instead they will push them beyond what they ever thought they were capable of.

Purpose of the job:

To work in the Student Progress team supporting students in class and manage small groups when needed.

Support for Students

- Work with individuals and small groups of children under the supervision of the teacher including the delivery of programmes of work and implementation of EHCPs and SEN provisions
- Establish a supportive and motivational relationship with the pupil(s) concerned.
- Establish good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs.
- Keywork students allocated by SENCO, tracking pastoral and academic progress.
- Supervise and support students ensuring their safety and access to learning;
- Promote the inclusion and acceptance of all students.
- Encourage students to interact with others and engage in activities led by the teacher.
- Attend to the students' personal needs, including social, health, physical and welfare matters.
- Taking into account the special needs involved, to aid individuals to learn as effectively as possible both in group situations and on his/her own.
- To encourage acceptance and integration of pupils with special needs.
- To develop methods of promoting/reinforcing pupils' self-esteem.
- Promote independence and employ strategies to recognize and reward achievement of self-reliance.
- Support students' access arrangements- Read/Scribe in exams.
- Support students during form time, and lessons either working within the main classroom supporting the teacher or in smaller, discreet groups outside of the main classroom.

Support for the Teacher

- Manage individuals or small groups of students with special learning requirements, under the guidance of the SENCO or teachers, within or outside the classroom.
- Support the provision of additional resources for identified pupils.
- Support the behaviour of pupils in and outside the classroom.
- Use and operate ICT systems and equipment.
- Assist the subject teacher (and other professionals as appropriate) in the development and implementation of a suitable programme for children which takes into account IEHCPs (Individual Education and Health Care Plans).
- Provide regular feedback about the pupil.
- Develop appropriate resources to support pupils' progress.
- Supporting a form group during registrations.
- Support the teacher in ensuring the learning environment is high quality, relevant and promotes student independence.

Support for the Curriculum

- When required, supervise student learning in groups.
- Provide bespoke learning opportunities for students who are unable to access specific areas of the curriculum.
- Develop learning resources to support specific curriculum areas, ensuring differentiation for students as required.
- Support students in their understanding of instructions and tasks.
- Support students in using ICT as required.
- Provide interventions with small groups (literacy and numeracy), social skills, ELKLAN or other programmes.

Support for the School

- Contribute to the overall ethos/work/aims of Chace Community School.
- Be aware of and support differences, ensuring that all students have equal access to opportunities to learn and develop.
- Undertake break duties as required.
- Liaise with HOLs/HOD/Fs and teachers.
- Accompany teaching staff and students on visits, trips and out-of-school activities.
- Participate in regular training, professional development and performance management.
- Attend regular meetings according to the meeting schedule.
- Assist in maintaining high standards of health and safety at all times.
- Maintain good relationships with colleagues and work together as a team
- Assist with transition of Year 6 pupils i.e. school visits, meeting students with special needs, attend 'Parents of New Intake Evening';
- Attend parents meetings, Year 6 induction meetings and others as and when necessary;

HLTA specific:

- To lead on targeted groups and plan sessions as required
- Line manage TAs as required
- Attend Annual reviews and SEN student meetings as directed by SENCO/Deputy SENCO
- Lead on data support to ensure the Provision Map is kept up to date
- Liaise with agencies and parents to support students

All Chace staff will:

- Keep Chace and their own performance under review, contributing to monitoring, evaluation and review and participate in performance management/appraisal;
- promote positive attitudes and behaviour;
- contribute to the smooth day to day running of the school;
- be committed to achieving the school aims;
- be a lead learner;
- work to develop Chace as a successful inclusive learning community;
- respond promptly to concerns from parents, staff or students;
- promote the school in the community;
- work in partnership with all colleagues including the Governing Body;
- support Codes of Professional Ethics/Safe Practice in the Staff Handbook
- have regard for and act in accordance with Health and Safety policy/practice;
- celebrate success of students and staff;
- support school events including those organised by the PTA.

All schools in Enfield are committed to safeguarding and promoting the welfare of children and young people and anyone applying to work in our schools is expected to share this commitment. All appointments are subject to satisfactory pre-employment checks, including satisfactory enhanced criminal records with Barred List check through the Disclosure and Barring service

PERSON SPECIFICATION

Qualities and Attributes	Essential	Desirable	Evidenced by
Qualifications			
Excellent standard of literacy and numeracy. 5 GCSE (A*-C) or equivalents	√		Application
Experience			
Experience working directly with young people who can exhibit challenging behaviour and/or young people who have social and emotional difficulties.	√		Application/Interview
Experience of working with students with Autism and other Neurodiversity		√	Application / Interview
Knowledge of how to make adaptations to make an activity inclusive	√		Application/Interview
Knowledge of strategies to manage challenging behaviour	√		Application/Interview
Knowledge and Skills			
Ability to motivate and earn the respect of young people	√		Application/Interview
Ability to build rapport and an effective working relationship with young people and colleagues quickly	√		Application/Interview
Belief in the importance of bringing all young people together regardless of differences	√		Application/Interview

Excellent literacy and numeracy skills, including using MIS, Microsoft packages and Google drive software within a school	√		Application/Interview
Ability to use school data systems to track and analyse trends	√		Application/Interview
Ability to work with parents and carers	√		Application/Interview
A learner, willing to undergo training and learn new skills as necessary	√		Application/Interview
General/Personal Qualities and Characteristics			
Ability to work accurately under pressure	√		Application/Interview
Adaptable to working within a team	√		Application/Interview
A calm demeanour.	√		Application/Interview
Displays commitment to the protection and safeguarding of children and young people	√		Application/Interview
The ability to converse at ease and at an appropriate level in accurate English with pupils, parents, and visitors to the school	√		Application/Interview

Our Application Process

Through our investment in an ambitious and engaging curriculum, strong discipline and inspiring teaching, our students can achieve our school motto of '*excellence has no limits*'. Our vision is to provide young people with an education of excellence that will change their lives and inspire them to be the leaders of tomorrow. This ambition enables our students to excel, not only in their education at Chace, but in the opportunities that they pursue when they leave.

Chace is committed to ensuring the welfare and safeguarding of children and young people. We expect all staff to share this commitment. Applicants are required to undergo child protection screening according to the post, including checks with previous employers and the Disclosure and Barring Service.

Chace recruits staff that are committed to safeguarding and supporting the environment created through the school ethos '*Belonging, Responsibility, Excellence*'. The school continues to ensure that all job applicants are treated fairly and equally, as protected by the Equalities Act 2010.

To apply for the position, please complete the following application form.

CVs will not be accepted. All queries concerning an application to Chace Community School and the recruitment process should be directed to the Human Resources Department at recruitment@chace.enfield.sch.uk

Early applications are encouraged. The school reserves the right to interview and appoint a suitable candidate before the closing date.