

Carshalton High School for Girls



Learning Support Assistant Application Pack

Contents

Letter from the Headteacher	3
Information about Girl's Learning Trust	4 - 5
Information about Carshalton High School for Girls	6 - 7
Job Description	8 - 10
Person Specification	11
Notes to applicants	12

Letter from the Headteacher

August 2019

Dear Candidate

Thank you for your interest in the position of Learning Support Assistant at Carshalton High School for Girls (CHSG). Since 1st April 2018, our school, together with Nonsuch High School for Girls and Wallington High School for Girls has been part of the Girls Learning Trust. Although part of a Multi-Academy Trust, each school retains its own identity. Further information is contained within the pack.

At CHSG our vision is to be 'a centre of excellence where staff and students learn and thrive together'. Our ethos is based on our core values of Community, Harmony, Success and Growth. Securing high achievement and the well-being of students is at the heart of everything we do. First quality teaching, our strong pastoral system, excellent support and guidance where staff go the extra distance for students, and an extensive range of additional learning opportunities, ensure that the needs of every student are personalised and met and each student maximises their success.

Developing our staff and their wellbeing is a high priority so we provide a well-resourced environment where staff are supportive of each other and work collaboratively.

I hope after reading this pack you are interested in joining our dynamic school and staff team. If so, please complete the school application form and return it to Mrs Sam Willard (PA to the Headteacher) at the school.

I very much look forward to hearing from you.

Yours faithfully,

Vivien Jones
Headteacher

Girls' Learning Trust (GLT)

Message from Jane Burton, CEO

I am delighted that you are interested in a position in one of the Girls' Learning Trust schools.

The Trust was formed in September 2015 and initially consisted of two schools: Nonsuch High School for Girls and Wallington High School for Girls. In April 2018, Carshalton High School for Girls joined and further strengthened our Trust. All three schools are located within the London Borough of Sutton and are within easy reach of each other.

The aims of the Girls' Learning Trust are to deliver a first class education for girls ensuring that they realise their full potential and leave the Trust well prepared for their future. With around 4000 students and a highly effective operating model, GLT gives member schools the financial strength to drive school improvement and provides increased opportunities for students and staff across the trust. We aim to be a 5 school Trust by the end of 2020, retaining the all-girls identity and operating within the London and South East region.

The aims of GLT are achieved through:

- Delivering excellent standards of teaching and learning consistently across the Trust based on the setting of high expectations for all and an evaluative approach to improving performance that secures strong outcomes for all our students.
- Developing strong collaboration across the Trust ensuring each school is a giver and receiver of support where needed.
- Ensuring effective professional development and career progression opportunities across the Trust in order to recruit and retain excellent staff.
- Delivering effective pastoral provision to all our students ensuring they are supported, developed and well cared for during their time in the Trust.
- Developing a strong understanding of how best girls learn, develop and thrive and using this to underpin our approach to education across the Trust.
- Promoting and developing high aspirations for our young women allowing them to become the successful female leaders of the future.
- Creating an exciting, challenging and creative curriculum across the Trust, both inside and outside of the classroom, to allow all students to realise their full potential.
- Securing a financially viable Trust through strategic financial management and by working collaboratively to secure financial efficiencies.
- Communicating effectively with and valuing all of our stakeholders realising the important role they play in the Trust.

For more information on the Trust please follow the link below:

[Girls Learning Trust](#)

The Trust model brings many advantages to staff at all levels in the schools. Free from some of the strategic, financial and operational responsibilities of a standalone role, the primary focus of the school Headteacher role within the GLT structure is to provide highly effective leadership and support of the teaching and learning within their school alongside day to day management. The school Headteacher is accountable for securing strong student outcomes

and the delivery of an excellent standard of education for all students in their school. Each Headteacher reports to, and is supported by me in my role as CEO.

Staff are able to benefit from many different opportunities for development across the Trust. These include the opportunity to participate in the cross -trust Outstanding Teacher Programme (OTP) learning with and from colleagues in all the schools, an annual GLT conference that brings all staff in the Trust together and the chance to participate in trust training and development across a number of areas. In addition, when you are at the stage when you want to consider moving to the next level in your career, a larger Trust brings more opportunities that a stand alone school may do.

Although the Trust plays an important role in each school, the GLT model ensures and values the fact that each school retains its own unique identity within the Trust which can be seen when visiting each school or looking at the website.

Joining a GLT school at any stage in your career is a way to combine the benefits of working for a larger Trust with the ability to feel part of a successful and vibrant school. I hope that after reading this information pack you decide to submit an application.

Jane Burton, CEO

Information about Carshalton High School for Girls

Carshalton High School for Girls is a highly successful, popular 11 to 18 comprehensive school. There are 1340 students on roll, over 80 teaching staff and a number of support staff who make a major contribution to the daily smooth running of the school in a variety of ways. Staff work as a cohesive team setting the highest professional standards as an example to the students. Students enjoy positive and co-operative relationships with staff and it is very rare if an external visitor to the school does not comment on the high calibre of the students and the positive working environment.

The school is a designated Humanities/Arts College; has been awarded Artsmark Gold 4 times and holds Investor in Careers Status. We have recently completed a £6.4 million build including new specialist facilities for Maths, Drama, Dance and Music and a brand new canteen and sports hall.

Our vision clearly states that we are a community where 'staff and students learn and thrive together' and we are totally committed to ensuring staff are given the opportunities and encouragement to develop both personally and professionally. There is a culture of distributed leadership and numerous examples across the school where staff have gained promotion.

Curriculum

We run a two year KS3, with students beginning their GCSE courses in Year 9. Our KS3 students study the full suite of national curriculum subjects. At KS4, students study for up to ten GCSEs inside a tailored programme suitable for their ability and aspirations. The vast majority of our students continue into the Sixth Form at CHSG where they can choose from a wide range of A level subjects.

Students enjoy a comprehensive programme of PSHCE and Citizenship throughout the school and we encourage our students to be active and responsible citizens through a variety of charitable and community activities. The school also operates a very successful House system which encourages integration between the year groups and provides leadership opportunities for students. Similarly, a strong Head Girl and Senior Prefect team and School Council ensure that the student body has a voice within the school and that younger students are supported.

Staffing

Our staff are our most valued asset and we aim to support them both in their current roles and to develop them for their future careers. Working alongside the teaching staff, we have a skilled support staff team who perform vital roles within the school. Continued professional development (CPD) plays an important role and we have developed a more bespoke approach to this provision.

There are high expectations of staff, but everyone is extremely well supported. There is a culture of working collaboratively and of working with and helping each other. Supply teachers are happy to return and Student Teachers, NQT's and new staff praise the support and guidance given. All teachers are fully supported by an induction programme when they join the school.

Ofsted inspected our school in November 2017 and judged us to be good in all categories and good overall.

We were delighted with the many positive aspects highlighted:

- *“The school is a happy and safe community where pupils do well and staff are proud to work.”*
- *“The Headteacher and leadership team have high aspirations for the school. They are strongly supported by governors and staff.”*
- *“Pupils make good progress overall and in 2017 the progress of disadvantaged pupils was particularly good.”*
- *“The quality of teaching is good overall, with aspects that are outstanding. This helps pupils to make good progress.”*
- *“An excellent range of enrichment opportunities contribute strongly to pupils’ all-round development.”*
- *“The school’s care and support for pupils is outstanding. Staff understand pupils’ needs extremely well and work closely with other agencies to provide extra help, should this be needed.”*
- *“Pupils enjoy school and have good attitudes to learning. They behave well in lessons and around school.”*
- *Pupils are welcoming and polite to visitors. They show pride in their school.”*
- *“Pupils show respect for the beliefs of others and understand the importance of democracy and the rule of law.”*
- *“Parents are positive about the school and the quality of education their children receive.”*
- *“The sixth form provides students with good opportunities for academic and personal development. They are well prepared for the next stage of education or employment.”*
- *“Students’ progress on BTEC courses is outstanding, and progress on A-level courses is good.”*
- *“The school is a genuine inclusive and caring community where pupils from different backgrounds are respected.”*

Why work at CHSG?

Carshalton High School for Girls is a fantastic place to work and we believe we have a great deal to offer staff who join our team. We are totally committed to providing the best possible working environment for all staff.

The ethos of constant improvement and positivity underpins our work and staff are encouraged to ‘grow’ and ‘develop’ through programmes offered and the daily support and guidance given.

Staff wellbeing is a high priority; our commitment demonstrated by having an in-house wellbeing team. A number of staff social events are organised throughout the year.

We constantly seek ideas and comments on how we can further improve our workplace and practice and are open to trying new ideas and initiatives that bring benefits to our community.

We are a school that seeks to constantly do better and whilst outstanding in many ways, we are ambitious and determined to secure further improvement.

Vivien Jones, Headteacher

Job Title:	Learning Support Assistant
Grade/Salary:	GLT Scale 3 or Scale 4 for a candidate with suitable qualifications and/or experience in EAL
Hours of Work:	32.5 hours per week term time + 1 week (1 week = INSET Days)
Type of contract:	Permanent
Responsible to:	SENDCo/EAL Co-ordinator

Job Purpose

- To provide support to students who have English as an Additional Language to help develop their skills in writing and writing English
- To provide support to students who have Special Educational Needs
- To support students individually, in small groups or in class to ensure they are able to access the curriculum in order to make at least expected progress

Context of the Role

This is a dual role within the Learning Support Department with time being divided equally between working with and supporting the EAL Co-ordinator to provide specifically for the needs of EAL students and also undertaking general LSA duties for students with Special Educational Needs. In both cases this may be through individual, small group or in-class support as well as some administrative tasks needed to support and monitor student progress.

Main responsibilities and tasks

Working with EAL students

1. To support those EAL students identified by the EAL Co-ordinator in their English language acquisition across the four skill areas: reading, writing, speaking and listening.
2. To assist the EAL Co-ordinator in the assessment and monitoring of supported students using the QCA criteria for assessing bi-lingual students.
3. To familiarise oneself with the language/cultural background of the supported students.
4. To help create or make use of resources/materials appropriate for bi-lingual students
5. To deliver individual or small group sessions for students with EAL
6. To maintain EAL students' records in order to regularly feed back to the teachers on the supported students' progress/needs/pastoral concerns etc.
7. To take an active role in the induction of new EAL students into the school.
8. To contribute to the development and maintenance of appropriate resources and records for EAL students.
9. To support the EAL Co-ordinator in the delivery of INSET as required.
10. To prepare The EAL classroom as directed for lessons and clear afterwards and assist with the display of students' work.

Working with students with Special Educational Needs and Disabilities

Support for Students

1. Supervise and provide particular support for students, ensuring their safety and access to learning activities.
2. Assist with the development and implementation of Individual Education/ Behaviour Plans and Personal Care programmes.

3. Establish constructive relationships with students and interact with them according to individual needs.
4. Promote the inclusion and acceptance of all students.
5. Encourage students to interact with others and engage in activities led by the teacher.
6. Set challenging and demanding expectations and promote self-esteem and independence.
7. Provide feedback to students in relation to progress and achievement under the guidance of the teacher.
8. Supervise and support students in the school's on-site Exclusion Unit.

Support for Teachers

9. Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
10. Use strategies, in liaison with the teacher, to support students to achieve learning goals.
11. Assist with the planning of learning activities.
12. Monitor students' responses to learning activities and accurately record achievement/progress as directed.
13. Provide detailed and regular feedback to teachers on students' achievement, progress, problems etc.
14. Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
15. Establish constructive relationships with parents/carers.
16. Administer routine tests and invigilate exams, providing support for those students with special consideration
17. Provide clerical/admin support as necessary, especially for SENDCo.

Support for the Curriculum

18. Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student responses.
19. Support the use of ICT in learning activities and develop students' competence and independence in its use.
20. Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use.

Support for the School

21. Be aware of and comply with policies and procedures relating to safeguarding health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
22. Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
23. Contribute to the overall ethos/work/aims of the school.
24. Appreciate and support the role of other professionals.
25. Attend and participate in relevant meetings as required.
26. Participate in training and Performance Development as required.
27. Assist with the supervision of students out of lessons, including before and after school and at lunchtime when required.
28. Accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher

Other

- Occasionally support the Learning Support Department by assisting with supervision in the school's on-site behaviour unit.
- Undertake any other reasonable duties as required by the Headteacher or SENDCo.

General Duties

- To be aware of and comply with the Girls' Learning Trust (GLT) and CHSG policies and procedures, including those relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
- To undertake similar duties, commensurate with the level of the post and at the discretion of the Headteacher or Line Manager, as the Headteacher or Line Manager shall from time-to-time reasonably require. The Job Description will be subject to periodic reviews to fit in with the needs of the school and provide development opportunities as appropriate. It is not a comprehensive set of tasks, but sets out the main expectations of the school in relation to the post holder's responsibilities and duties at this time.
- To participate in training, other learning activities and performance development as required.

Person Specification

Selection Criteria

The selection criteria show the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. **You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form.** If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below:

Experience

- Experience of working with children of relevant age (P)
- Experience of working with children with Special Educational Needs (P)
- Experience of working with children or adults with English as an additional language (P)

Qualifications/Training

- Relevant qualification linked to EAL (P)
- Good numeracy/literacy skills (E)
- Relevant CPD linked to the EAL (P)
- Willingness to undertake relevant training (E)

Knowledge/Skills

- Ability to use ICT effectively to support learning (E)
- A basic understanding of principles of child development and learning processes (P)
- Ability to relate well to children and adults (E)
- Ability to work collaboratively as part of a team (E)
- Ability to undertake basic clerical duties (E)
- Ability to comply with policies and procedures relating to child protection, health, safety and security, confidentiality, data protection and equal opportunities (E)

In addition:

- A commitment to equal opportunities (E)
- Good oral communication skills (E)
- Good personal presentation - the school expects a professional standard of dress through adherence to its dress code (E)
- Energy and a sense of humour (E)
- High levels of professional integrity (E)
- Adaptability (E)
- The ability to remain calm under pressure (E)
- Excellent attendance and punctuality (E)
- A willingness to go the extra distance for students (E)

Notes to Applicants

In line with our recruitment policy and for the protection of our students, the successful candidate will be subject to an enhanced DBS disclosure. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Applicants must be eligible to work in the UK.

We welcome applications from all suitably qualified people and aim to employ a culturally diverse workforce which reflects the nature of our school community.

Your written application:

We hope that after reading the information pack you will want to apply for the post advertised.

An application form can be downloaded from the School's website: www.chsg.org.uk. Please also complete and return the disclosure and equal opportunities monitoring forms which are attached to the application form.

Applications should be emailed to swillard@carshaltongirls.org.uk

Closing date: noon on Wednesday 4th September 2019

Interviews: W/C 9th September 2019

If you are shortlisted, we will take up references prior to your interview.

As part of our recruitment process, Girls' Learning Trust collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations.

For further information about this and to read our Data Protection and Freedom of Information Policy please visit our schools websites: www.chsg.org.uk