



The
JUDD
School

New Candidates

Information Pack



Learn • Grow • Belong





Introduction from the Headteacher

Dear Candidate,

I am delighted that you are interested in a position with The Judd School. The Judd School is a voluntary aided grammar school in Tonbridge, Kent, England. It was established in 1888. The Judd School is a special place to learn and grow, for students and for staff. We have a long tradition of success, but take a modern approach to learning, in and out of lessons. The school maxim is 'Learn, Grow, Belong' and this epitomises our approach in all we do. Students are given many opportunities to develop – socially, academically and personally – we are proud of the way they embrace life.



We currently have just over 1500 students at the school. In KS3 & 4 we cater to only boys, the vast majority of whom stay on for the Sixth Form and are joined by around one hundred students, both boys and girls from local schools and further afield. The links between the Sixth Form and younger students spans the activities of the school – academic, pastoral and extra-curricular.

Jonathan Wood - **Headteacher**

Job Description - Learning Support Assistant

Salary: Judd Pay Scale C or D - dependent on experience. £26,956 - £29,020 (£23,601 - £25,408 pro rata per annum for 37 hrs per week - Term Time - 39 working weeks, including inset days.)

Line Manager: SENDCo

Key Leadership Outcomes

Development of teaching and learning standards

- To promote the school's aim to develop students who are open and independent learners, through supporting individuals and groups of students with SEND and advising/supporting teachers with strategies for such students

Staff development

- To advise, support and work with teaching staff, in providing differentiated support for students on the SEND register
- To attend training courses as appropriate and to share relevant information with other team members

Whole school responsibility

- Support identified students in developing better working practices, study skills and social communication strategies:
 - To be an advocate for students on the SEND register by supporting them in class, working 1:1 or with small groups
 - Help students develop learning techniques to help them make academic progress
 - To oversee the provision of individual support for students on the SEND register, especially those with an EHCP, as directed by SENDCo
 - To monitor SEND students progress: attendance; sanctions and rewards; academic progress; attitude; effort; social interaction and general level of well-being
 - Communicate regularly with Heads of House and Form Tutors of students receiving support
 - To develop an awareness of any problems in social interaction between students and their peers, so that they can be explored and resolved at an early stage
 - To promote good study habits among SEND students including time-keeping, organisation and independent study
- Support the SLT in seeking to improve outcomes across the school:
 - Advise departments and/or individual teachers on queries regarding the learning strategies to employ for individual students receiving support
 - To maintain the provision of student support as a 'safe haven' for vulnerable students as well as ensuring a productive working environment
- To support effective collaboration between staff, students, parents and outside agencies:
 - Attend LIFT meetings in conjunction with SENDCo when asked to do so
 - To attend regular team meetings for discussions and planning
 - To assist with Annual Review meetings for students with an EHCP
 - To contribute to, participate in and occasionally lead, intervention meetings liaising, if appropriate, with outside agencies and parents
 - To ensure that parents are kept informed of interventions, in conjunction with SENDCo
 - To record actions, events and communication concerning SEN students on the school's MIS

Future Challenges:

- To support the development of monitoring and intervention of SEND students' progress
- To embed the characteristics of Student Vision in the students with SEND

Job Description - Learning Support Assistant

Personal Attributes

- An inclusive approach to education in a selective system
- Compassion
- Loyalty (in public), Challenge (in private)
- Strong organisational skills, including the use of ICT both inside and outside the classroom.
- Ambition
- Self-control
- Initiative

Knowledge, Skills and Experience:

- Experience in pastoral care.
- Experience in working with individual or groups of vulnerable students.
- High-level skills in communication.
- Model commitment to self-development.
- The ability to stay calm under pressure and manage conflict.
- Be comfortable in the company of young people; familiarity with an educational environment.
- Be able to work as part of a team.
- Confidence in working with high achieving students.
- Experience and/or understanding of SEND

Notes

The responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent carrying them out, and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year, and it may be subject to modification or amendment at any time after consultation with the holder of the post.



About the School

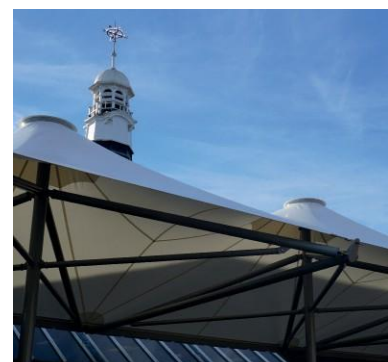


The Judd School is a selective Voluntary-Aided Grammar School comprising over 1,500 students; boys in Years 7-11, with a co-educational Sixth Form. The school maintains a long tradition of academic excellence and has high expectations for all its students. Above all, it has a reputation for being a very caring and happy community. It places an emphasis on both individual and group achievement and promotes a full range of activities, which includes a very high standard of sport, music, drama and engagement in the school and wider community.

The expectation is that all students leaving Judd will have gained success academically, achieved a well-balanced and confident approach to life and will be prepared for the challenges of leadership in the 21st century. Ofsted graded the school as outstanding in all categories in March 2025.

Sir Andrew Judd's Commercial School was founded in 1888 in East Street, Tonbridge, by the Skinners' Company out of funds provided by the Sir Andrew Judd Foundation and moved to its permanent home in Brook Street in 1896. It became known as The Judd School early in the 20th century and under the 1944 Education Act became the first Voluntary-Aided Grammar School. Today it still has close links with the Skinners' Company, whose members make up a significant proportion of the Governing Body.

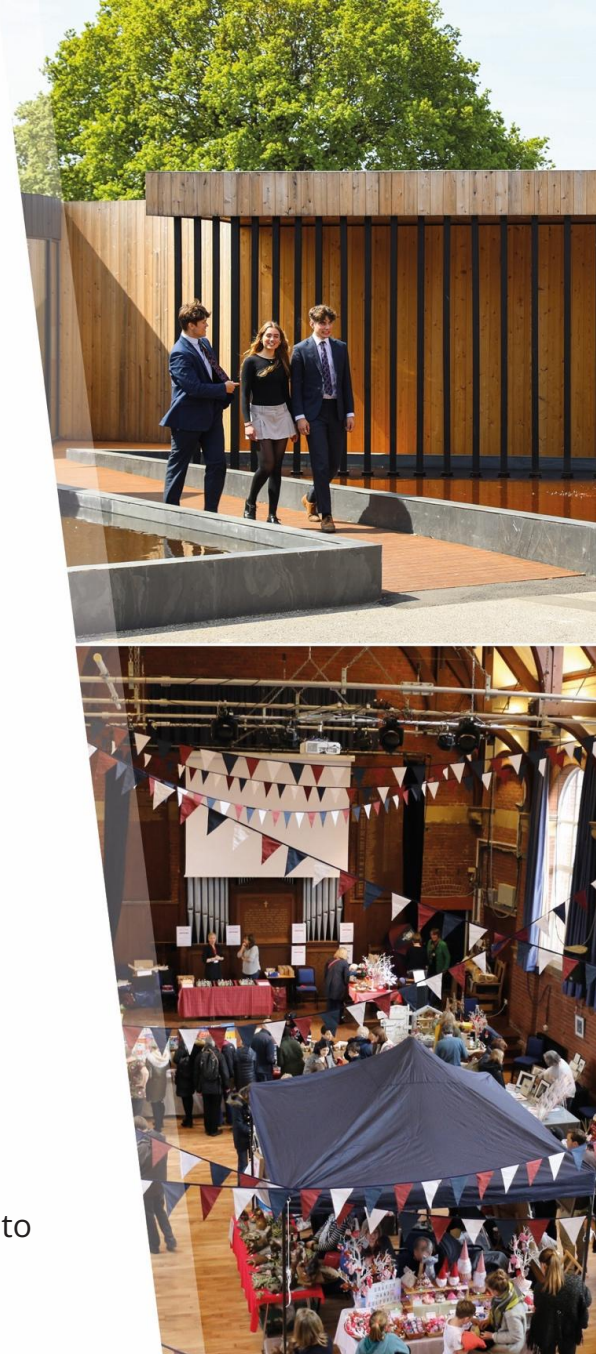
The school has a Development Office and endeavours to develop a culture of philanthropic giving from friends of the school. Over £2 million has been raised from private sources in the last 10 years, a testament to the high esteem in which the school is held. The capital building plan is ambitious and extensive.



There is a highly active Judd Parents' Association (JPA), which gives valuable help to the school as well as offering social occasions for parents and staff. In recent years, the JPA has provided substantial funds to support the Music department, the refurbishment of the Sixth Form Common Room and two new minibuses, amongst many other projects.

The school expects all students to participate in some of the many opportunities offered in addition to the myriad sports teams and music ensembles, there is a very wide range of school clubs and societies. These include Chess Club, Christian Union, French Film Club, Greek Club, Theatre Club, Voluntary Service Unit, Engineers; Club, Young Enterprise, Potions Club, Puzzle Club, Ancient History Society, Medical Society, Debating and various subject-specific clubs/clinics. Students participate in the Duke of Edinburgh's Award Scheme and many achieve Silver and Gold Awards before leaving school.

Pass rates are consistently high; both at A Level (87% A*-B) and in GCSE (over 50% 98A*), and the school has regularly featured in the national newspapers as one of the top state schools in the country. Ofsted has always judged the school to be 'outstanding'.



The school has a very strong record of university entry, including Oxford and Cambridge (averaging over 20 successful applicants each year in recent times), and the majority of leavers attend Russell Group universities. The Governors award a major scholarship and up to four leaving exhibitions to outstanding Sixth Formers going on to university. Each year, two students are apprenticed to the Skinners' Company. All students are entitled to join the Old Juddian Society and to keep in touch with the school through the Futures First website and attendance at social events.

The Skinners Company - Our family of schools



The Skinners' Company has been involved in education since the Middle Ages and we now have around 7,500 pupils under our care today. We are proud to support an extremely diverse family of schools which encompasses primary and secondary, all ability and selective, state funded and independent, urban and rural. The eight schools in the family are in west Kent, on the Kent coast and in North London.







We have a strong belief in the power of education to promote social mobility and address disadvantages. We put students at the centre of all that we do and have a commitment to obtaining the best outcomes possible for each student in our eight schools.

The aim of our schools is to provide all our young people with the opportunity to make the most of their talents and fulfil their potential. To do that, we ensure that our schools have first-class teaching, management and leadership, support each other through collaboration and sharing of expertise and good practice, and are supported and held to account by high-quality governing bodies.



A Vision for our Students

The primary aim of The Judd School is to develop students who are open and independent learners who will achieve highly and be prepared to be lifelong learners, in a rapidly changing world. To achieve this aim teaching at The Judd School must develop students with the following characteristics:

-  **Empathetic** – respecting others’ point of view, interests and beliefs
-  **Inquisitive** – being curious and creative; keen to challenge themselves, including using their imagination to stretch themselves as learners, beyond what comes easily
-  **Collaborative** – learning in teams
-  **Courageous** – taking risks and learning from their mistakes or failure
-  **Reflectiveness** – taking responsibility for their progress by planning, reviewing and improving their own learning
-  **Reasoning** – using logic and rationality to construct effective arguments, and identify flaws in others’ arguments

All activities provided by the school, curricular and extracurricular, should support the development of these characteristics in our students; all teachers are additionally expected to seek to develop their teaching, consistent with The Judd School Teachers’ Standards.

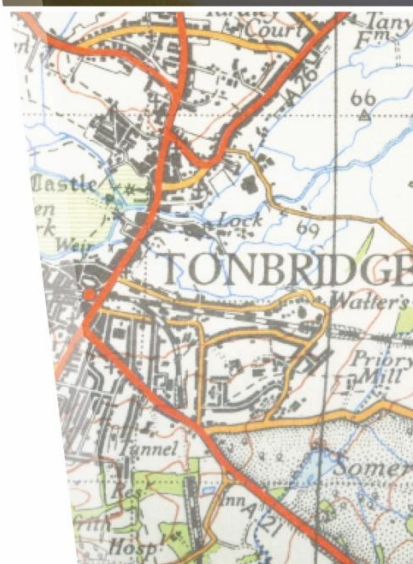
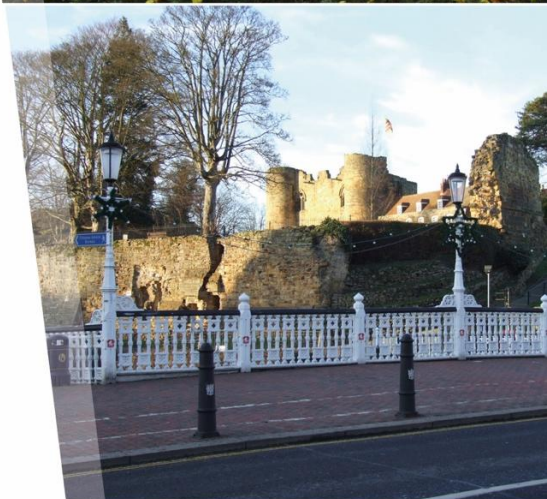
There is no one preferred teaching style at The Judd School and teachers are encouraged to develop individual teaching styles which are effective and suitable to their subject specialism.

Local Area

The Judd School is located in Tonbridge, a medium sized town in the heart of Kent. Tonbridge is a historical market town with plenty of manor houses and listed buildings; it even has its own castle.

Tonbridge has great transport links, it is close to the M25 motorway and London is easily accessible by train. Direct trains to Charing Cross take just over half an hour from Tonbridge station, meaning you can have the best of both worlds and experience the peaceful town close to the countryside and can be in central London in under an hour.

The school is also only 3 miles from the historic and picturesque spa town of Royal Tunbridge Wells, which has been a tourist attraction for over 400 years. Tunbridge Wells boasts many attractions such as Dunorlan Park, Chalybeate Spring and the Seven Wonders. You can also experience the town's great shopping and there are many excellent restaurants and bars in which to enjoy a drink and meal.



The Judd Candidate Charter



Our mission is to provide an environment in which students will develop their personal skills and styles in order to learn, grow, and belong in the local, national and global community. In order to achieve this, we need to recruit the highest calibre of staff so that we can achieve those aims.

We aim to recruit the right people in the right job at the right time but our recruitment policy is more than that. We want to ensure that any contact you have with us throughout the recruitment process is an enjoyable experience, regardless of the outcome of the recruitment process. We want you to feel confident that you have made the right choice in applying to Judd.

We will:

- give you the opportunity to find out whatever you need to know about us,
- follow a fair and equitable recruitment process,
- make sure you have all the information you need for an interview, well in advance,
- treat you with candour, dignity and respect,
- deal with your questions and queries honestly,
- keep you promptly informed about your application and the recruitment process,
- keep your information confidential and in line with GDPR requirements,
- ensure there are flexible alternatives, e.g. in ways of applying for positions and/or conducting interviews.

In return we ask that you:

- be honest and upfront about your experiences, aspirations and motivations,
- provide full and accurate information when submitting an application,
- ensure that our ethos and values match yours - by researching who we are and what we do,
- let us know promptly if your situations changes in relation to your interest - and help us understand why,
- prepare yourself for the interview and let us know what you need to succeed,
- talk to us about any potential barriers to applying - what can we do better?

Statement of Intent for Staff's Mental Health & Wellbeing



Procedure Statement

Emotional and mental health refers to our overall psychological well-being. It includes the way we feel about ourselves, the quality of our relationships, our ability to manage feelings and deal with difficulties, and how much meaning and joy we derive from life. Good mental health isn't just the absence of mental health problems such as depression or anxiety. Rather, it's the presence of positive characteristics, such as being able to cope with life's challenges, handle stress, build strong relationships, and recover from setbacks.

This school acknowledges the duty of care it has towards all employees and recognises the importance of supporting and promoting physical, mental and social wellbeing within the workplace.

What is Employee Wellbeing?

The Judd School and the Governing Body of The Judd School are committed to promoting positive mental, physical and emotional wellbeing and will provide suitable support for all members of staff. Taking action to prevent ill health and promote good health makes good educational and business sense, as sickness absence carries high costs both in monetary terms and in terms of the impact upon performance, teaching and learning, morale and productivity, which may disrupt or compromise student progress. The school recognises that a number of interrelated factors contribute to the overall wellbeing of staff in the workplace.

Safer Recruitment

The Judd School is committed to the safeguarding and welfare of young people and expects all staff to share this commitment. Our commitment is underpinned by robust processes and procedures that seek to minimise risk and continuously promote a culture of safeguarding amongst our workforce.

All applicants for employment will be provided with:

- A job description including a person specification
- An application form

Applicants will be required to complete the application form including full information relating to their academic qualifications and employment history. All applicants will be required to account for gaps in employment.



Interview and Selection

The school is committed to ensuring that all interviewees are assessed according to their ability to meet the criteria of the job description and person specification and to fulfil their obligation regarding keeping children safe.

Applicants may have indicated on their application form that they have a disability and, in order to promote fairness and to meet our obligations under the Equality Act 2010, the letter of invitation will encourage applicants to contact the school if they require any adjustments to enable them to attend the interview.

Candidates are required to bring evidence of relevant qualifications to interview where the original documents must be checked, and a signed and dated copy retained.

The interview panel will include at least one member who has undertaken safer recruitment training in accordance with the School Staffing (England) Regulations 2009 and should not include an Employee where one of the applicants is a relative, partner or close friend.

The panel will take notes during the interview to enable a scoring matrix to be completed and, at the conclusion of the interviews; the panel will consider each of the candidates against the criteria for the post before reaching their decision.

References

In order to comply with Keeping Children Safe in Education, it is the policy of The Judd School that all references will be obtained, and concerns resolved, before confirming an appointment. This will be done either by letter seeking to verify the skills, experience, competencies and employment history of the applicant, or by a standard reference form.

In order to comply with the Equality Act 2010, reference requests sent prior to an offer of employment will not request details of attendance or absence.

Applicants will be required to specify the details of 2 referees, one of which should be the current or most recent employer and references will only be obtained directly from the referee.

References for staff working in an education setting will be sought from the Headteacher and, in other settings, it would be appropriate to seek a reference from the line manager of the applicant.

We reserve the right to request that the applicant provides alternative referees where the initial referees are deemed inappropriate for our purposes e.g. where the current or most recent employer is not provided.

We will seek to confirm whether the candidate has been subject to any formal disciplinary procedures within the last two years and to establish any details, outcomes or 'live' sanctions which are in place.

In accordance with the School Staffing Regulations 2012, we will seek to confirm whether candidates for teaching posts have been subject to formal capability proceedings in the past two years.

In the case of recruitment to all other posts we will ask referees to confirm whether candidates have been subject to formal capability proceedings in the past 2 years as part of our appointment process.



Pre-employment checks

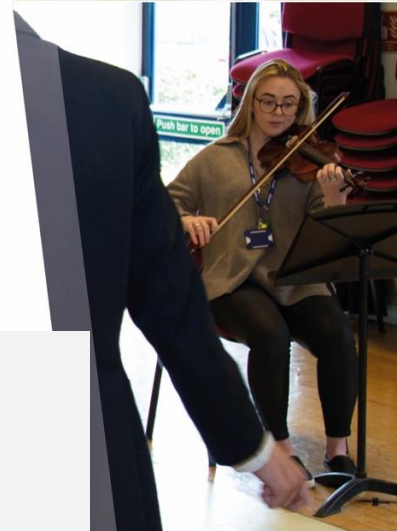
All offers of employment will be conditional on the successful completion of the pre-employment checks listed below and will include confirmation of salary, start date and any information that the successful applicant needs to provide before commencing employment e.g. DBS form and pre-employment questionnaire.

All offers of employment will be subject to and conditional upon:

- Enhanced DBS check
- DBS Barred list check where applicable (i.e. if working in regulated activity)
- Verification of identity including Date of Birth
- Verification of entitlement to work in the UK
- Verification of any relevant qualifications
- Receipt of 2 satisfactory references
- Satisfactory pre-employment health clearance
- Prohibition checks for those in teaching work and those with previous teaching experience (including unqualified teachers, HLTA's etc.)

If these are not satisfactory an offer of employment may be withdrawn or where an individual has commenced work, employment may be terminated.

All posts within the school are subject to an enhanced DBS check. We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age.



How to Apply

Please refer to the job overview for the application closing date; we encourage candidates to apply as early as possible.

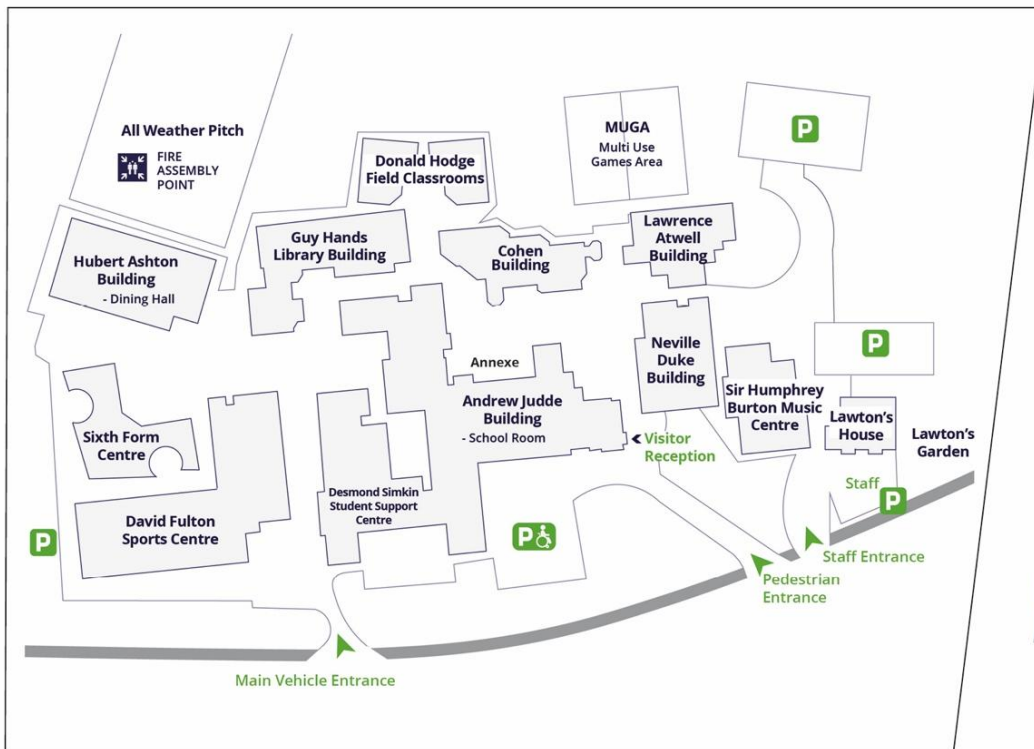
Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification

- Further information about the role and an application form can be found on our [Joining us](#) page. For more information about this position, or to have a confidential discussion about the role, please contact Melanie Forrester, PA to Headteacher, on 01732 770880.
- The school reserves the right to interview candidates before the closing date. Therefore, if you are interested in applying for the role, we recommend you do no delay in submitting your application.

We look forward to hearing from you.



If you have any further questions please let us know by using the following email address:
mforrester@judd.kent.sch.uk



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