**Information for Prospective Support Staff 2021**

**Aims of Cheam High School**

Our aim is the pursuit of excellence for all. We strive for the development of individual potential in a stimulating and inspiring school that is at the heart of the local community. Cheam High School aims to create a welcoming and exciting learning environment where we:

a) provide a rich, diverse and challenging education through
 excellent and innovative teaching and learning

b) celebrate success, promote a “can do” attitude and inspire each to achieve their best

c) support personal development, social responsibility and a sense of self-worth

d) develop the attitudes and skills that support a healthy and
 fulfilled life together with the confidence for a lifetime of learning

e) work as partners in learning with students, parents and the community

f) provide a safe, supportive and well-ordered environment where
 students and staff are happy and confident as they aspire to achieve

**Ofsted Report 2015**

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| OFSTED GRADES |
| Full Inspection | Feb 2015 | Outstanding (1) |
| Mathematics Subject Inspection | Feb 2012 | Outstanding (1) |
| Full Inspection | May 2010 | Outstanding (1) |
| Full Inspection | Jan 2007 | Outstanding (1) |

Cheam High School received an excellent report following a visit from Ofsted in 2015. The Inspectors judged the school as outstanding in all categories. Below are some of the Inspectors’ comments:

**Achievement and Standards**

*“Staff at all levels place students’ academic achievement, personal development and well-being at the forefront of their work. This results in a highly inclusive, purposeful and collegiate atmosphere in which students, teachers and other adults thrive. This, coupled with exceptional care, guidance and support and good teaching, ensures that all students make good progress and most make outstanding progress. In particular, an exceptionally high proportion achieve five or more A\* to C grades at GCSE with very little variation between subjects and groups of students.”*

**Teaching and Learning**

*“Teachers’ subject knowledge is a clear strength because it gives students confidence and this means they feel able to ask questions, safe in the knowledge of an expert reply. Lesson planning is detailed and systematically builds on assessment information so that work is pitched at exactly the right level. As a result, students’ learning moves along at a good pace.”*

*“The headteacher, ably supported by a dedicated team of senior and middle leaders, continually seeks ways of improving aspects of school life, with a very high priority given to teaching and learning.”*

*“The leadership of teaching and learning is outstanding. A climate of improvement pervades the school because of the exceptional drive and ambition to maximise both the academic and personal outcomes for all students.”*

*“Teachers are skilled practitioners and there is much excellent classroom practice.”*

*“The achievement of PEP students and of those studying Level 2 applied learning courses is outstanding.”*

**Curriculum and Other Activities**

*“The curriculum is well matched to the very wide range of students’ abilities and interests with clear progression routes in both academic and applied learning courses. Students are very mature and take responsibility for their own learning, particularly in their approach to private study. At the end of Year 8, students are offered a very wide range of academic and applied learning qualifications from which to select. The introduction of applied learning courses since the last inspection, with outstanding facilities for courses in construction and hair and beauty, is engaging students as well as raising self-esteem.”*

*“Challenging targets are set for each student and their progress is tracked rigorously with well-planned and supported interventions, if needed. Students are well aware of their targets and they pursue them enthusiastically. During lessons, they enjoy high-quality oral feedback and questioning from teachers and this further supports their outstanding progress. Teachers mark students’ work regularly and there are many examples of helpful comments, which inform students about the quality of their work and the steps they should take to improve it.”*

*“Outstanding partnerships enhance almost all aspects of school life, including curriculum provision, links with external agencies to support students’ wellbeing and the professional development of staff. “*

*“The outstanding curriculum is regularly reviewed and honed to ensure that the needs of all students are met regardless of their interests and abilities.”*

**Care, guidance and Support**

*“Students with special educational needs and/or disabilities and those speaking English as an additional language make outstanding progress because of the highly appropriate curriculum and the excellent care and support they receive. A wide range of trips, activity days and after-school activities enriches the curriculum further. These, together with the very well received and planned ‘life course’, impact well on students’ personal, social and cultural development.”*

*The equality of opportunity offered students, regardless of their background, ability or educational need, in all aspects of school life, is outstanding.”*

*“Transition arrangements for the new Year 7 are highly regarded and students say they are extremely well supported in making their choices as they move through the school and beyond.”*

*“Students receive outstanding care and support from both within school and from outside agencies.”*

**Effectiveness and Efficiency of the Sixth Form**

*“All students, including those in the PEP unit, make particularly strong contributions to the school and wider community”*

*Students receive excellent care, guidance and support, including the PEP students and those speaking English as an additional language.”*

*“Students enjoy sixth-form life and benefit from good facilities and teaching. Students are very mature and take responsibility for their own learning, particularly in their approach to private study.”*

*“Progression to university, employment and training is exceptionally high and well supported by the school’s guidance systems.”*

**Personal development and well-being**

*“Students are overwhelmingly positive about the school and say they receive good teaching, are able to participate in a wide range of activities and feel exceptionally safe. Parents and carers have high regard for the school. Amongst many positive comments, one said, ‘Both my children enjoy attending Cheam High School and are very enthusiastic about lessons and the good quality of teaching.’*

*In all the lessons observed, students were keen to participate and benefited from a wide variety of tasks in extremely positive learning environments where they felt confident to ask questions and seek advice.*

*Their behaviour, both in lessons and around school, is good and contributes well to their very positive attitudes to school.”*

*“Students are extremely well prepared for the next stage of their lives, developing excellent workplace and basic skills, including those in information and communication technology (ICT).”*

*“Students’ attainment has been consistently above average and has risen year-on-year against almost all indicators.”*

*“Students are very polite and friendly and they get on together extremely well.”*

**Ofsted Mathematics Inspection 2012:**

The department was judged outstanding overall and in all four categories of: Achievement; Teaching; Curriculum; Leadership and Management.

**About the School**

Cheam High School is an 11 - 19 co-educational school for students of all abilities. It has a strong reputation in the locality and is heavily oversubscribed with approximately 1400 applicants for 320 places each year. The school was awarded Academy status in June 2011 and now forms part of the Cheam Academies Network Trust.

**Working Environment**

We are proud of the working environment we provide for our support staff. Support staff use the large central staff room for breaks and social time, and a number of support staff have separate office and computer facilities. Teaching and support staff work together to provide the best opportunities for our students and students.

**School Strengths**

*These include:*

* Friendly and supportive staff
* Excellence in languages
* Applied Learning expertise
* Artsmark Gold award from the Arts Council to recognise the high quality of work in Art, Drama, Music and Dance (awarded for the third time in 2015).
* Recognition of the strong sporting ethos of the school and the high standard of its many extra curricular activities
* SSAT Consultant School Accreditation
* Investors in Careers Award recognising the quality of careers and progression advice to students
* Very good range of extra curricular trips, visits and activities in a wide range of subjects and interests.
* High quality teaching and support of all staff via external INSET and in house training programmes. Pan London Gold Mark for Staff Development
* Strong examination results with 88% 4+(C+) in English and 85% Mathematics GCSE, and over 79% A\*-C (including English and Maths); 98% A-E and 62% graded at top grades at Level 3.
* NACE Challenge Award in recognition of provision for more able, gifted and talented students (awarded for the fourth time in 2019).
* High standards of work and behaviour.

**Facilities**

*School facilities are excellent and include:*

* Whole school ICT network with interactive whiteboards in every classroom; five
specialist ICT rooms plus 30 further cross-curricular ICT bases for whole class use by other subject areas.
* Google classroom used to support teaching and learning.
* Large Sports Hall, Gym, further indoor PE area and all-weather multi-user games area providing tennis and netball courts. All-weather surface pitch for football, rugby etc. Dance studio. Fitness gym for student and staff use.
* 17 specialist science laboratories with three preparation rooms and dedicated ICT facilities.
* School halls and kitchen areas providing students with high quality food.
* Post 16 teaching centre which provides 12 classrooms; the 6th Form office and student support area; social and dining facilities for sixth form; study/computer resource.
* Art and New Hall building with additional dining and social space as well as an excellent purpose built Art department
* Performing arts teaching block which contains 6 large specialist classrooms with performance space as well as three practice/tuition rooms and a large recording studio
* Technology/ICT block fully equipped with ICT facilities.
* Learning Resource Centre (LRC) with additional ICT/learning facilities.
* Languages building for our outstanding and innovative department, with tutorial rooms to allow for 1-1 Foreign Language Assistant work.

**Key Stages 3 & 4**

The school offers a wider curriculum than that required both at KS3 and KS4. There is a strong emphasis on academic progress and appropriate targets, supported by academic mentoring for all students. As a result of the commitment of staff and students, examination results have been consistently high in recent years.

All subjects taught may be studied to GCSE, A Level or BTEC level 2/3. Students focus on their chosen KS4 option subjects from Year 9, beginning with a foundation course in the Autumn term. A system of setting is used for teaching groups from Year 7. The allocation of 12 or more teaching groups gives average class sizes of 27 students. Homework is set regularly in all subjects and monitored through the Student Journal.

The school’s strong and effective pastoral system emphasises academic standards and good behaviour, with the tutors led by Year Leaders and Year Managers providing the first point of contact between parents and the school.

Students are allocated to mixed ability tutor groups on entry to the school and it is usual for tutors to take their groups from year to year. School uniform is compulsory for all students below the sixth form.

**Post-16 provision**

The sixth form is a very important part of the school with its own study, social and specialist teaching and examination areas. Most students stay on to take one of a range of courses and we also recruit approximately 80 external students each year.

*Courses offered include:*

* Advanced courses (A level or AS level or BTEC Nationals) in over 38 subjects
* Support for Mathematics and English level 2 qualifications
* Enrichment and mentoring activities to prepare for Adult life and the transition to Further Education or work
* Extended Project Qualification

*Academic results are high with:*

* 98% A - E grades at Advanced level, with 52% at grade B or above
* 100% BTEC pass rate with 57% at Distinction or above
* Significantly above average progress in AS, A2 and BTEC level 3 courses.

The sixth form also offers specialist provision for a small number of students (maximum of 24) with Moderate Learning Difficulties within the PEP group. They follow courses at entry level 1 - 3 as well as accessing courses from within the sixth form portfolio as appropriate.

The sixth form has a formal dress code.

**Support Staff at Cheam High School**

Support staff is a general name for all the non-teaching staff within Cheam High School. Support staff play a very important part in the school. They undertake a number of vital roles which ensures that the school runs smoothly, teachers produce high quality lessons and students are well supported in and out of the classroom.

There are approximately 140 teaching staff and 130 support staff within the school. There are many opportunities for career development.

The work of support staff falls into four main areas:

• The School Site

• Student Welfare

• Teaching & Learning Support

• Office and Administration Support

**The School Site**

There are three full-time **site supervisors** who ensure the security, cleanliness and good condition of the site. They also liaise with contractors and delivery drivers as necessary as well as support school functions through preparation and organisation. They also oversee the lettings during evenings and weekends.

**Fitness Gym** staff oversee the running of the fitness gym which is open to staff and students.

The **site reception**, which also houses the site supervisor office, is run by a part-time member of the site team who manages all aspects of initial site reception, co-ordinates deliveries/parcel postage as well as greeting and advising visitors.

The **cleaning team** is led by the **cleaning supervisor** and works hard to ensure high standards of cleanliness in the school. Cleaning is undertaken daily for classrooms and general areas at the end of the school day in preparation for the next day - but some team members also work during the day to ensure that, for example, toilet facilities are regularly cleaned.

**Student Welfare**

**Midday supervisors** oversee the safety and conduct of students at lunch in the playground, dining hall and other areas of the school. They work with teaching and support staff who are also on duty at these times.

**Year Managers** **and Sixth Form Officers** take a direct pastoral role with individual students and work closely with parents/carers, teaching staff and the Year Leaders to ensure that students make good progress and maintain high standards of behaviour.

**The Student Support Officer** works with particular students who need additional targeted support.

**PLUS (Personalised Learning Unit)** works with particular students who need additional support relating to re-integration into school eg. after illness or with students who need support in social skills and dealing with behavioural related issues. PLUS undertakes outreach support in lessons as well as providing a separate support structure.

**The school office staff** undertake a number of roles relating to pastoral and general welfare work, including first aid, and other general student support services.

**Catering** is run by Harrison who produce lunch, break and breakfast food for students and staff.

**Teaching & Learning Support**

There are several key teams who provide important services for teachers or directly to students. *These include:*

**Resources Team**

The **Reprographics Technicians,** along with the **Art & Display Technician,** provide the following services:

• Reprographics and production of curriculum and examination resources

• School promotional materials and the weekly parents’ flyer

• Displays and other visual materials around the school

• Audio Visual technical and developmental support

The **Extended Learning Coordinator** runs the **Learning Resources Centre (LRC)** which comprises:

• The School library and ICT centre

• Student Shop selling stationery and consumables

• Staff stationery/office supplies

• Staff Library

• Regular lunchtime activities and special events

In addition, the **Extended Learning Co-ordinator** ensures a full programme of work experience, careers interview and enterprise opportunities.

**Learning Support Team**

This team supports students in the classroom in line with specified special needs. Work is generally within classroom settings, though small group work concentrating on reading, spelling and social skills is also carried out. The Learning Support Assistants also support the Homework Club held each evening in the LRC and other extra curricular learning opportunities. Learning Support Assistants may:

* work with high need students in classroom settings
* work attached to a subject area with a particular focus on developing students’ core skills
* run small group interventions after school or during the day.

**BEST (Behavioural and Emotional Support Team)**

This team provides specialist programmes and/or 1-1 support for students with social, emotional, pastoral or behavioural needs. In addition, the team can provide (through PLUS) support for a more flexible curriculum for students at KS4 (PLUS4) and KS3 (PLUS3).

**PEP Group Staffing Team**

At Post 16 level, there is a PEP group (Post 16 moderate learning difficulties group) which is accommodated in purpose built specialist classrooms within the sixth form centre. PEP Learning Support Assistants work with individuals or groups as required.

**Technician Support**

**Science and Technology Support** work within the Science and Technology departments respectively. **ICT network technicians** work largely with the whole school under the guidance of the **Network Manager**. **Foreign Language Assistants** **or Language LSAs** work within the Languages Department. The Art department is supported by the **Art & Display Technician**.

**Curriculum Support Staff**

These are posts attached to particular departments. These staff work with teachers to provide administrative, technical, research/ preparation and general support in classes. The **curriculum support staff** also supervise classes in the absence of the teacher.

**Office and Administration Team**

The **School Bursar** manages all finances, payroll and premises matters as well as taking overall responsibility for support staff in the school. The **School Secretary** oversees personnel matters and supports the headteacher in the recruitment processes. The **Office Manager** co-ordinates the office team. There are also other administrators within the school. Areas covered include:

• Student attendance • School visits/trips

• Financial matters • Pastoral care and First Aid matters

• Examinations and data management • Admissions

• Careers co-ordination and appointments • Personnel administration

• Special Educational Needs • Training administration

**Working within the School**

Cheam High School supports new staff through a tailored induction programme. Your direct line manager will support you in settling in and go through various procedures with you to make sure that you quickly settle into your new role with us. Depending on your role, you may also find yourself shadowing an experienced member of the team - or be otherwise partnered.

Training takes place on an on-going and informal basis as needs arise - but formal training sessions are also available. There are also regular training sessions for teachers to which all support staff are welcome. The school runs a number of on-going working groups looking at various issues - support and teaching staff both contribute to these groups.

The school Governing Body has staff representation.

**Safeguarding**

The school takes very seriously the protection of children in its care. It does this through:

* Clear guidance and expectations for staff in terms of their conduct
* Strong staff awareness of child protection issues, with accompanying vigilance for any signs of concern
* Clear polices and procedures with respect to Safeguarding, including a named Designated Safeguarding Lead for Child Protection, training for all staff, and clarity as to how to manage any student disclosures.

All new staff undergo training in this area, and are expected to demonstrate appropriate attitudes towards both students and the school’s responsibility for their protection. All adults in the school are subject to various checks, including those relating to safeguarding (eg Barred List, DBS as appropriate).

Cheam High School committed to equal opportunities for its community. This includes a zero tolerance for discrimination.

**Further Information**

Please have a look at our website [www.cheam.sutton.sch.uk](http://www.cheam.sutton.sch.uk) for further information about what we offer our students and staff.

**Making an Application**

On the website you will find an application form and further details about the post. We hope that this information encourages you to apply to Cheam High School and we look forward to receiving your application in due course. Short listed candidates will be contacted by letter, email or phone and be invited to attend the school for interview. We look forward to hearing from you.

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