



# Carshalton High School for Girls



Learning Support Assistant



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**West Street, Carshalton, Surrey, SM5 2QX**

October 2021

Dear Candidate

Thank you for your interest in the position of Learning Support Assistant at Carshalton High School for Girls.

We are an all-girls' secondary school located in Carshalton in the London Borough of Sutton. The school is also part of the Girls' Learning Trust (GLT) which provides excellent opportunities for staff collaboration and career development.

At CHSG our vision is to be

A centre that is fearless in its commitment to excellence

A safe, inclusive learning community where staff and students thrive

Securing high achievement and the wellbeing of students is at the heart of everything we do. Excellent teaching, a 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 met and each girl maximises her success.

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

I am seeking to appoint an experienced Learning Support Assistant to support the SEND department in the next phase of the school's development. I need someone who is motivated; a self-starter who has bundles of enthusiasm, a good sense of humour and a passion for working with young people in an all-girls environment.

I hope after reading this pack you are interested in joining our dynamic school and CHSG team.

We very much look forward to receiving your application.

Yours faithfully,

Maurice Devenney  
Headteacher

# Girls' Learning Trust (GLT)

## Message from Jen Smith, 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.

**Jen Smith, CEO**

## **Staff Workload and Wellbeing at CHSG**

Staff are our most valued asset and we place a high emphasis on staff wellbeing and professional development. To support staff we offer the following:

### **Workload**

#### Teaching and Learning

- No requirement to write lesson plans for observations
- No nonsense differentiation – everyone teaches to the top with some students requiring more support than others
- No graded observations, no need to put on a show: observers want to see a typical lesson
- No observations of new staff until after half-term
- All SLT teach including the Headteacher
- New Assessment Policy: Feedback for one audience, no tick and flick, revised marking scrutiny
- Easy access to SEN register with clear practical support strategies updated termly
- Combined school diary and Planner for ease of planning. Calendar organised in advance to aid planning

#### Meetings and Data

- Meetings and Data drops spread across the calendar using the same data for different audiences with a maximum of 3 data drops per year group per year
- Reduced meetings before external examinations
- Succinct briefing creating a positive start to the working week
- School events and meetings held on the same nights to aid with organisation
- Clear and transparent directed time (adhering to the 1265 time limit) with daily directed time ending at 3.20pm
- No kudos given for working extra hours just for the sake of it. Staff encouraged to have a life. School closes at 5.30 every night.
- No written subject reports

#### Facilities and IT

- Staff-only IT facilities, away from the classroom to allow for effective use of planning and marking time.
- Reduction in 'all staff' and 'reply to all' email culture with no expectation to respond to emails in the evenings or at weekends
- Cpoms for ease of reporting and recording welfare and safeguarding concerns
- Easy access login with single sign on and swipe pass log on photocopier, on site IT support and reprographics assistant.

#### Training and Career Development

- Regular dept CPD to support individual needs and incorporate shared planning and shared resource development. Tailored CPD programme for support staff.
- Comprehensive new staff and NQT training, induction and support
- Optional Teach-meet sessions to develop pedagogy
- Sharing good practise optimised in meetings

- CPD delivered in twilights with time off for 'Carshalton Christmas'
- CPD and Meetings finish by 4pm
- Personalised support plan for staff when required
- Performance Development targets tailored to individual needs
- Cross Trust opportunities to develop expertise
- In-house experts on teaching and learning to help and support
- Opportunities for Leadership development and promotion including a Middle Leader induction programme

## **Behaviour**

- High expectation of behaviour and a culture of a clear consistent approach to reinforcing it
- Clear and transparent behaviour policy
- SLT on daily lunch duty to ensure no behaviour continues from lunch into lessons
- Student Support team provide targeted support
- Each year group has AYL and SLT working alongside the YL to improve standards of behaviour
- Centralised late procedure and detentions

## **Health and Social**

### **Health**

- A clear, consistent, fair staff absentee policy
- Certified medical and personal illness absence - no need for cover to be set
- Workplace Options and Occupational Health (available on request)
- Confidentiality around personal leave
- Wellbeing feature in the Weekly Bulletin
- Designated non-SLT wellbeing Lead (Helen Holmes)
- Wellbeing dog (in training)
- Wellbeing task force (made up of CHSG staff) creating a strategic school plan
- Wellbeing weeks to encourage staff to think about self (no meetings on these weeks)
- Recognition, praise and thanks for going above and beyond including 'Red Letter Days' from students and 'Secret Buddy' from colleagues
- Training of Mental Health Champions to support staff and students.
- Wellbeing Task force creating a strategic school plan working alongside the GLT wellbeing group
- Late starts after Secondary Transfer Evening and major holidays
- Catering company in the canteen meeting a wide variety of dietary requirements

### **Social**

- Christmas, Easter and Summer staff social events as well as Half-termly coffee mornings
- Staff association organises formal opportunities to socialise at Xmas and Summer
- Informal social opportunities within the PE department with Fun Friday and Running club
- Annual whole school picnic /big conversation
- Staff room facilities available
- Lunch break 40 minutes
- Birthday, wedding and new baby cards given to staff

## **General**

- No blame culture in the School. Supportive colleagues with good staff working relationships and an open door policy to a supportive Middle and Senior Leadership team.
- No top down approach to management – transparent at all times with staff feedback taken on-board
- Annual wellbeing staff meeting and annual audit

More information on the school can be found at our website:

[www.chsg.org.uk](http://www.chsg.org.uk)

## **Learning Support Assistant**

<b>Salary Scale:</b>	<b>Girl's Learning Trust Grade Range 3 (£22,995 – £24,258) per annum pro rata</b> <b>Actual Salary range (£17,776 – £18,753)</b>
<b>Hours:</b>	<b>32.5 hours per week Term Time + 1 week (39 weeks a year)</b>
<b>Type of Contract:</b>	<b>Permanent</b>

### **General Information**

#### **Purpose of Job**

To work under the instruction/guidance of the SENDCo, Deputy SENDCo, teaching/senior staff to undertake work/care/support programmes, to enable access to learning for students and to assist the teacher in the management of students and the classroom. Work may be carried out in the classroom or outside the main teaching area. To also support Behaviour specialist staff with the supervision and support of students in the school's Academic Reintegration Centre.

### **Specific Duties**

#### **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 Academic Reintegration Centre.
9. Plan for and deliver interventions sessions for individuals and groups of students on the SEND register.
10. Deliver statutory provisions as stated by students' Education and Health Care Plans.

#### **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 and Deputy 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**

Undertake any other reasonable duties as required by the Headteacher or SENDCo.

## **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 working with children of relevant age (P)

### **Qualifications/Training**

- Good numeracy/literacy skills (E)
- Relevant CPD linked to the Learning Support Assistant role (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](http://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](mailto:swillard@carshaltongirls.org.uk)

**Closing date:** 4pm on Friday 5<sup>th</sup> November 2021

**Interviews:** W/C 8<sup>th</sup> November 2021

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](http://www.chsg.org.uk)***