



Prince Henry's Grammar School
COLLABORATIVE LEARNING TRUST



INFORMATION FOR APPLICANTS



ADMIN CLERK: CURRICULUM SUPPORT ASSISTANT

**A1/B1 Point 2-6– actual salary £15339-£16603 pa
37 hrs pw term time only + 1 day**

**Fixed term to cover temporary promotion of the
substantive post-holder
from 21 June 2021 to 19 June 2022**





Prince Henry's Grammar School

COLLABORATIVE LEARNING TRUST



Thank you for your enquiry regarding this post.

Please look on the school's website www.princehenrys.co.uk for more information about the school and for relevant policies e.g Child Protection etc.

You will find in this booklet:

- Information about the post
- Information from the Headteacher
- Job Description
- Person Specification
- Guidance for completing the application form

If you have a disability and require this information in a different format, for example, Braille, larger print or on CD, please contact the HR Office.

The closing date for applications is 4 May 2021 at noon. Please note that it is our policy not to accept late applications. Shortlisting will commence immediately and interviews will be held during the week commencing 10 May 2021.

Following the closing date, a recruitment panel will read the information provided and ensure it matches our person specification, shortlisted candidates will then be invited in for interview and references taken. On the interview day a number of sessions may be organised which may include completing a typing, written or data task, meeting with students or, dependent on the role, a combination of the above. The results of these sessions will inform the panel in their decision to take candidates through to a formal interview.

The school is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment. All appointments will be subject to an Enhanced Disclosure & Barring Service check.

We aim for diversity within our workforce. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.

Prince Henry's is a non-smoking/vaping site.

Please note it is the school's policy that reimbursement will not be made with regard to candidates' expenses.

INFORMATION ABOUT THIS POST

CURRICULUM SUPPORT ASSISTANT

Curriculum Support Assistants play a key role as part of the team that helps to create an effective learning environment for our students, and allows teachers to focus on their work in the classroom. There are two Curriculum Support Assistants at Prince Henry's.

In addition, Curriculum Support Assistants make a major contribution to the system of First Aid cover for students and staff. They also contribute to raising the profile of student success across the school.

Curriculum Support Assistants work with a number of identified Faculties and are expected to manage their workload accordingly. This work includes:

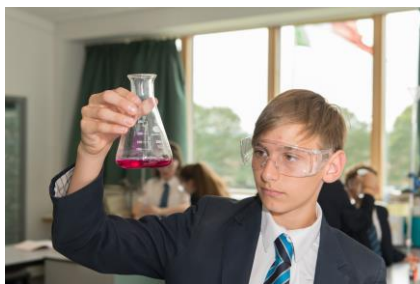
- Production of curricular resources
- Creating displays in subject areas
- Filing
- Data processing of student results and grades
- Photocopying and organisation of resources
- Assisting with and accompanying students on school trips

Other tasks include contributing to whole-school initiatives, such as International Day and PSHCE Days.

This post is to cover the temporary promotion of the substantive post-holder (due to maternity leave).



INFORMATION FROM THE HEADTEACHER



Dear prospective applicant

Thank you for expressing an interest in the Curriculum Support Assistant vacancy at Prince Henry's.

Prince Henry's is an over-subscribed comprehensive school with over 1630 students (and growing!) – including around 320 in the Sixth Form. Our extremely positive Ofsted Report confirms us as a good school with outstanding student behaviour and outstanding leadership and management. Regardless of our current success, we strive for the continuous improvement of our educational provision so that our students are fully prepared for 21st century society. We serve the market town of Otley (in the Wharfe Valley) and the surrounding villages including Pool, Bramhope and Adel. The Wharfe Valley is a wonderful region in which to live and work. It is close to areas of outstanding natural beauty, yet also benefits from good transport links to key towns and cities across the country.

Prince Henry's Grammar School has a rich history dating back to its Royal Charter of 1607 when the core values of hard work, discipline, high achievement and 'virtue' were first established. Such high standards, in both the academic and broadest sense of the word, continue as the underlying principles of all that we do. Our behaviour and achievement policy, known as Positive Discipline, is central to this. The system rewards students for what they do well, whilst also providing a framework within which misdemeanours are challenged and sanctioned in a consistent manner. This results in the extremely positive attitudes to learning that exists amongst our students and helped secure the 'outstanding' behaviour and safety grade awarded in our Ofsted inspection. Prince Henry's is an enjoyable place to work and learn and we aim to appoint colleagues who share our commitment to high professional standards.

Our focus on equality and diversity has a significant impact on the philosophy and operation of the whole school. An international perspective is evident in all areas of school life and all colleagues are expected to deal with issues of global citizenship and equality through their role in school. Prince Henry's is the first high school in the area to have been awarded the British Council's prestigious International School Award on five occasions, and was the first

high school in the country to be awarded the Global Schools Award at Level 3. Typically, over 400 students take part in one of a dozen or more foreign trips and exchanges each year.

Our commitment to promoting equality and celebrating diversity lies at the heart of our vision, and we have received national acclaim for our work in this respect. The school holds the highest level of the Stephen Lawrence Education Standard and is now engaged in supporting other schools to develop their own inclusive practices.

Extra-curricular and enrichment provision is rich and varied. There are strong sporting traditions (including rugby, netball, hockey, athletics and swimming) and considerable interest in outdoor pursuits through a successful Duke of Edinburgh Award programme. Music, drama and a variety of other activities also flourish. Many students also benefit from the high quality enrichment opportunities offered in most curriculum areas. The governors are anxious to appoint staff who will support the vibrancy of our school.

Prince Henry's has been designated as a National Support School by the DfE, and gained Sponsor Academy status in September 2018 subsequently forming the Collaborative Learning Multi Academy Trust in order to support the next stage of the school's development. The Trust is founded on existing partnerships and is in the initial stages of growth. We are proud of what we have achieved so far and excited about the future. Currently all teaching staff and all students in Years 7 to 13 have iPads as part of our "iPads for Learning" scheme. This is another example of how Prince Henry's is at the forefront of educational development and is actively planning for a sustainable future.

Of particular interest to new members of staff is the emphasis placed on high quality professional development. Prince Henry's is a strategic partner in the Red Kite Teaching School Alliance and as such we work with our partners to develop and deliver high quality CPL to staff in our own school and across the region. This ensures good access to development opportunities for our teaching and associate staff.

A number of services and benefits have been developed including such things as free coffee/tea at break time, parking, annual flu vaccinations, access to Cycle to Work and Computer schemes, corporate gym membership, staff takeaway meal service through Henry's Diner, long service awards and social events organised by the Staff Committee. There is also an opportunity for the children of staff to access the excellent education available at Prince Henry's in line with the Admissions Policy.

I hope that after reading the information about our school and the vacancy you will want to submit an application. Please clearly describe your relevant skills & abilities, knowledge and experience (see Person Specification) in the appropriate sections of the application form and explain why these make you an ideal candidate for this post.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Janet Sheriff', written in a cursive style.

Ms Janet Sheriff
Headteacher



JOB DESCRIPTION

ADMINISTRATIVE CLERK: CURRICULUM SUPPORT ASSISTANT

Name:	
Subject:	Administration: Curriculum Support
Salary Grade:	A1/B1 Point 2-6
Contract Type:	Fixed term
Responsible to:	Administrative Manager: School Marketing & Community Engagement
Review Date:	21 June 2021-19 June 2022 or the return of the post-holder whichever is the sooner
Normal Working Hours:	37 hours per week term time only + 1 day 8.00-4.00 (30 mins for lunch) – Mon-Thurs 8.00-3.30 (30 mins for lunch) - Fri

Purpose of Role:

To provide practical/technical/administrative assistance to Faculty Leaders across the school and to support the work of the Administrative Manager: School Marketing & Community Engagement.

Main Duties:

1. To work under the guidance of Administrative Manager: School Marketing & Community Engagement and Faculty Leaders to provide support across the school in the form of practical and administrative assistance
2. To assist in whole school and cross curricular initiatives, such as International Day, PSHCE Days and Maths Across the Curriculum/Resilience in Learning, providing practical and administrative assistance
3. To be a key member of the daily first aid cover team.
4. To assist in the production of material for the digital signage system, as directed by the Administrative Manager: School Marketing & Community Engagement.
5. To produce documents from drafts or amend standard formats on a computer
6. To undertake administrative tasks which are largely routine such as filing, word-processing, photocopying, distributing documents and materials, inputting and retrieving data, compiling and maintaining class lists etc as directed by Faculty Leaders
7. To produce and put up classroom and corridor displays, and take a proactive role in refreshing/renewing them
8. To assist in the administration of, and accompany, school trips, as required by Faculty Leaders.
9. To monitor and arrange orderly and secure storage of supplies
10. To maintain everyday equipment and check for quality and safety, reporting any damage

11. To help to ensure the maintenance of an orderly working environment
12. To assist with the general supervision of students during break and lunchtimes as required
13. To set a good example to all students in their presentation and their personal conduct
14. To be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person
15. To be aware of and comply with the code of conduct, regulations and policies of the school
16. To be aware of equal opportunities legislation and, along with colleagues, work towards ensuring that the school complies with its requirements
17. To contribute to the overall ethos, aims and objectives of the school including the school's commitment to safeguarding and promoting the welfare of children and young people
18. To appreciate and support the role of other professionals
19. To be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times
20. To establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the school
21. To recognise own strengths and areas of expertise and use these to advise and support others
22. To participate in the School's Performance Appraisal process and seek to develop skills further through professional development opportunities
23. To attend whole school training events as appropriate
24. To attend and participate in regular meetings, training and other learning activities as required
25. To assist with the supervision of students on visits, trips and outside of school hours learning activities as required, which fall within the remit and hours of the post
26. To carry out any other duties commensurate with the grade of the post, as directed by the Headteacher

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.



PERSON SPECIFICATION

TITLE OF POST		CURRICULUM SUPPORT ASSISTANT	
AREA		ADMINISTRATION	
SPECIFICATION PREPARED BY		DNJ/LNC/MNP	
DATE		April 2021	
Skills & Abilities		Essential/ Desirable (E/D)	How identified
1.	The ability to produce work to a high standard	E	Application and Selection process
2.	The ability to act with integrity and confidentiality	E	
3.	The ability to work as part of a team and individually using own initiative and prioritising workload	E	
4.	The ability to relate to children and other adults	E	
5.	Excellent organisational and communication skills		
6.	The ability to constructively engage with, and relate to, a wide range of young people	E	
7.	Ability to be adaptable and use initiative	E	
8.	Good ICT skills and the ability to use ICT effectively to support learning	E	
9.	Excellent numeracy and literacy skills	E	
10.	Ability to work flexibly	E	
Knowledge		Essential/ Desirable (E/D)	How identified
1.	Microsoft Windows and Office 2010, including Word and Excel	E	Application and Selection process
2.	Basic desktop publishing/design software (e.g. Publisher)	D	
3.	School based software (e.g. SIMS)	D	
Experience		Essential/ Desirable (E/D)	How identified
1.	Working in a school or similar environment	E	Application and Selection process
2.	Creating visual displays	D	
3.	Office/secretarial/data entry work	D	
Qualifications & Training		Essential/ Desirable (E/D)	How identified
1.	English & Mathematics GCSE Grade A*-C or equivalent	E	Application and Selection process
2.	Typing/computing qualification	D	
3.	Recent computer training	D	
4.	First Aid qualification	D	
Other Requirements		Essential/ Desirable (E/D)	How identified
1.	Ability and desire to learn new skills and to take part in further training	E	Application and Selection process
2.	Professional demeanour and appearance with the ability to maintain confidentiality	E	
3.	Flexible attitude towards working hours e.g. start and finish times, to fit in with the needs of the school	E	
4.	Commitment to upholding the school's aims, procedures and policies	E	
5.	Commitment to continued professional development	E	
6.	Willingness to train as a first aider	E	
7.	Good record of attendance	D	

Equal Opportunities		Essential/ Desirable (E/D)	How identified
1.	Acceptance of, and a commitment to, the principles of the school's equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the students and community	E	Application and Selection process
2.	Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Safeguarding		Essential/ Desirable (E/D)	How identified
1.	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	Selection process and completion of an Enhanced DBS check
2.	Has appropriate motivation to work with children and young people and can relate to them	E	
3.	Displays commitment to the protection and safeguarding of children and young people	E	
4.	Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and the action to take if necessary	E	
Circumstances - Personal		Essential/ Desirable (E/D)	How identified
1.	Legally entitled to work in the UK	E	ID
2.	No contra-indicators in personal background or criminal record in showing unsuitability to work with children/young people/vulnerable clients/ finance	E	Completion of Criminal Background declaration and Enhanced DBS check
3.	Willingness to complete a Pre-Employment Health Declaration if appointed	E	Pre-Employment Health Declaration



GUIDANCE FOR COMPLETION OF THE ON-LINE APPLICATION FORM

Please complete the application form in full, giving as much information as possible and answering **all** questions before submitting the application.

References

Please supply details of two referees, one of which must be your current or most recent employer. If you are currently working in a school setting then one of the referees must be the current Headteacher. Friends and family cannot be used as referees. If you are not currently working with children, but have done so in the past, then an additional reference from that employer will be required. Safer Recruitment procedures require that we contact at least one referee before interview.

Employment History

Please list previous appointments in sequence, current or most recent first. Please include your grade/amount of salary in the Position Title e.g. Teaching Assistant B1 £12000. Please also include at the end of the Responsibilities section the reason why you left the post e.g. promotion, relocation etc. Please also list other work experience and the details and nature of the work/activity. If you were not in work at any time please give details of what you were doing e.g. Gap Year Jan 2011-Jan 2012, Unemployed July 2010–December 2010 etc.

Education History

Please ensure that you advise all your qualifications, in date order current or most recent first, including those obtained at school. Please advise the grade achieved with regard to degree qualification i.e. BA in History 2:1. Please list all A levels together in one box and all GCSEs together in one box along with the grades obtained.

Other Courses or Professional Development

Please include any professional development that may be relevant including dates and grades obtained.

Information to address the Person Specification

Please use the sections provided to detail your Skills & Abilities, Knowledge and Experience as described in the Person Specification and relevant to the Job Description. You can use the Additional Information section to detail anything else that you feel is relevant to the role and why you feel you would be an ideal candidate for this post.

Rehabilitation of Offenders Act 1974

All posts involving direct contact with children are exempt from the Rehabilitation of Offenders Act 1974. However, amendments to the Exceptions Order 1975 (2013 & 2020) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website.

Shortlisted candidates will be asked to provide details of all unspent convictions and those that would not be filtered, prior to the date of the interview. You may be asked for further information about your criminal history during the recruitment process. If your application is successful, this self-disclosure information will be checked against information from the Disclosure & Barring Service before your appointment is confirmed.