

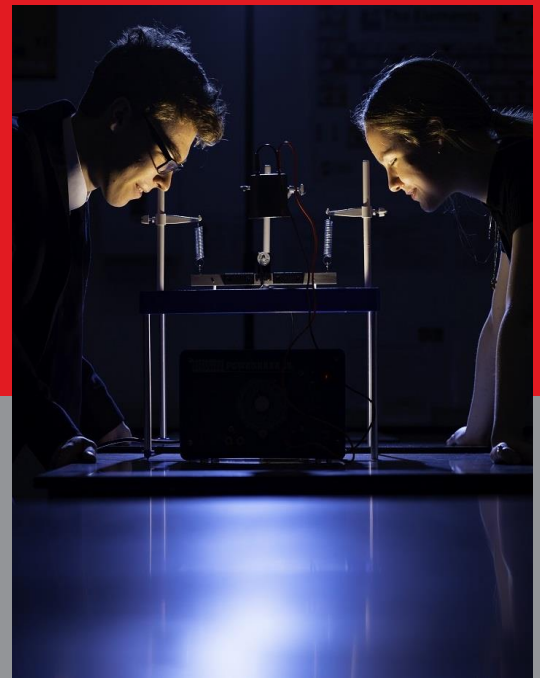


CHESHAM  
GRAMMAR  
SCHOOL

# JOIN OUR TEAM

*'Students are courteous and helpful to each other and to visitors. They are respectful of each other's views, beliefs and feelings. The school is a calm, orderly community and has a strong ethos for learning.'*

*Ofsted, 2014 (Outstanding)*



Recruitment pack



## LEARNING SUPPORT ASSISTANT

<b>POSITION:</b>	Learning Support Assistant
<b>TYPE:</b>	Support
<b>HOURS:</b>	35 hours per week 8.25am – 3.55pm Monday to Friday term time plus three inset days (38 weeks in total). TT plus four days in academic year 2024-2025 (38 weeks in total)
<b>CONTRACT:</b>	Part time, permanent
<b>GRADE:</b>	Range 2 (ISN 11 – 15)
<b>PAY:</b>	FTE £24,879 - £26,961 / pro rata £19,460 - £21,089 pa
<b>START DATE:</b>	As soon as possible

An opportunity has arisen for a caring, enthusiastic and flexible individual to provide assistance in lessons and pastoral care during the school day. There may also be students who require personal care.

The successful candidate will have strong communication skills to enable them to liaise effectively across all areas of the school to provide high quality support for the needs of the students. They will be required to work with an Education Healthcare Plan (EHCP), monitoring and evaluating the child's progress.

### BENEFITS OF WORKING AT CHESHAM GRAMMAR SCHOOL:

- priority admission for qualified children of staff
- subsidised gym membership
- cycle scheme
- free parking on site
- a commitment to protect, promote and enhance the wellbeing of staff through the Education Staff Wellbeing Charter
- long service award scheme for 5, 10, 15 and 25 years' service
- an opportunity to work in an area of outstanding natural beauty 30 minutes from London

**APPLICATIONS** Completed applications should be emailed to: [recruitment@redkiteschoolstrust.org](mailto:recruitment@redkiteschoolstrust.org)

**CLOSING DATE FOR APPLICATIONS:** Monday 8 July 2024, 10am

**INTERVIEWS:** Wednesday 10 July 2024

*We reserve the right to interview and appoint on application. Early applications are encouraged to avoid disappointment*

Red Kite Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment.

Applicants will be required to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service



# CHESHAM GRAMMAR SCHOOL

June 2024

Dear Colleague

Firstly, I would like to thank you for your interest in Chesham Grammar School and our Learning Support Assistant post. I hope this information will help you decide whether you wish to apply for this exciting position. CGS is a co-educational selective school with 1300 students, 400 of whom are in the Sixth Form. We have around 120 teaching and support staff who work hard to ensure our students enjoy the best possible educational experience. We admit 180 students into Year 7 each September, drawn from a wide geographical area. We also take around 50 students into Year 12 each year.

Our vision is for everyone at CGS to enjoy, achieve and belong and for our students to be exceptionally well prepared for life. Our core values of aspiration, kindness and respect guide everything we do. Ultimately, we want to do all we can to enable our students to be happy.

CGS is an outstanding school. That is the conclusion Ofsted reached when they last inspected the school in March 2014, although they didn't tell us anything we didn't already know. However, it is very much our mantra that outstanding doesn't mean perfect and we are constantly seeking ways to make CGS better still; in short, to make it a truly exceptional place in which to study and to work. Our examination results at GCSE and A level are excellent, testament to the dedication and commitment of both our staff and students. The vast majority of our students progress to university, with a good number each year winning offers of places at Oxford or Cambridge.

Our curriculum is broad and balanced from Year 7 with all students studying traditional academic subjects as well as having the opportunity to explore a range of disciplines within the creative arts and technology. At GCSE, students can choose from a wide range of subjects with still more on offer when they get to the Sixth Form. But what goes on inside the classroom, day in, day out, is only part of the story. Beyond that, there is a real richness of experience as well as a genuine warmth and openness in the relationships between students and staff, all of which combine to make CGS a hugely rewarding place in which to work.

Our pastoral care is superb and vertical tutoring, organised around our strong House system, gives the school a very distinctive 'feel' and enables every student in the school to be known well by their tutor. It also ensures that those who join us are very quickly integrated into the life of the school. We place a huge emphasis on support and guidance and this is a real strength of CGS. The House system also ensures that healthy competition is an integral part of school life. Students belong to one of four Houses and there are competitions between them throughout the year in a range of sporting disciplines as well as in music, art and drama.

CGS has excellent facilities and is forward thinking and innovative. We have a passionate belief in our bright and articulate young people, seeking to equip them with the skills to succeed in the 21st century not just with excellent results. To this end, over the last few years, we have developed our own approach to learning. The 'CGS Learner', as we call it, seeks to develop students who are able to learn effectively both independently and collaboratively and who leave us ready to face the challenges which lie ahead. We are constantly seeking ways in which to develop wider skills too and there are many opportunities for students to take a leadership role within the school or to participate in extra-curricular activities in a wide range of spheres. None of this would be possible, of course, without the dedication, commitment and boundless energy of our staff who are always willing to give up their time to provide outstanding opportunities both within and beyond the classroom.



Annmarie McNaney  
Headteacher

At CGS we want our staff to continuously develop too. Much of our CPD is 'in-house'; we have a very clear focus on the sharing of good practice within the school where there is already so much expertise. We work collaboratively with several local schools and are very pleased to be members of both the Herts-Bucks Challenge Partners group and of a Teaching School Alliance, the Astra Alliance, which means we are fully involved in teacher training. This collaboration between schools has also enabled us all to expand our CPD for ECTs and for more experienced staff. We regularly host visitors from other schools who come to experience at first hand various aspects of life at CGS, such as vertical tutoring, or, perhaps to see what the CGS Learner looks like in action. In addition, we encourage staff to visit other schools and to bring back ideas which can be shared with colleagues and which might in some way lead to further improvements here.

When making appointments, I am, first and foremost, seeking to recruit the kind of person who 'fits' our ethos. It is a privilege to work with the students at CGS; they are mature, committed and hard-working but they are also great fun to be with and, when you visit the school, you will see that there are very warm relationships between staff and students, based on mutual trust and respect. This helps to make CGS a hugely rewarding place to work. We want our students to have a superb experience at CGS both within and outside of the classroom and to learn to build positive relationships with others during their time here so that when they leave, they are ready for life beyond school in social as well as in academic terms. Of course we also want them to benefit from outstanding teaching and to be taught by passionate and committed subject specialists who will be willing to go that extra mile to give them the very best education possible.

I hope this letter gives you some feel for CGS and for this post. I imagine that you will be looking at our school website for further information, [www.cheshamgrammar.org](http://www.cheshamgrammar.org) which will give you a good deal of information about and a genuine feel for the school. If you would like to pay us a visit before applying, please do get in touch.

I look forward to hearing from you.

Yours sincerely,



Annmarie McNaney  
Headteacher

# CGS FACTS

**1947**

*School Founded*

**187**

*Teaching days per year*

**1317**

*Number of students*

**400**

*Number of sixth form students*

**48%**

*2023 A level A\*- A grades*

**81%**

*2023 A level A\*- B grades*

**51%**

*2023 GCSE 8-9 grades*

**74%**

*2023 GCSE 7-9 grades*



Annual Celebration of Sport Award

**22**

RESIDENTIAL TRIPS

**8**

DIFFERENT COUNTRIES

**33**

*Number of staff who have worked at Chesham Grammar School for over 10 years.*





CHESHAM  
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## LEARNING SUPPORT ASSISTANT

<b>RESPONSIBLE TO:</b>	SEND Manager
<b>GRADE:</b>	Range 2 (ISN 11 – ISN 15)
<b>HOURS:</b>	35 hours per week 8.25am – 3.55pm Monday to Friday term time plus three inset days (38 weeks in total). TT plus four days in academic year 2024-2025 (38 weeks in total)
<b>CONTRACT TYPE:</b>	Part time, permanent
<b>PAY:</b>	FTE £24,879 - £26,961 / pro rata £19,460 - £21,089 pa
<b>START DATE:</b>	As soon as possible.

### PURPOSE OF THE JOB

To support students with special educational needs to overcome their barriers to learning and enable them to achieve their potential by providing assistance in lessons and pastoral care during the school day and to promote an inclusive environment for all.

### Main Duties and Responsibilities

1. To take responsibility for the day-to-day welfare and support of Special Needs pupil(s)
2. To provide personal care to students if required
3. To liaise with/support teaching staff in dealing with Special Needs pupil(s)
4. To provide alternative activities in Physical Education when the standard curriculum is not suitable
5. To liaise with professionals from outside agencies in conjunction with the SENCO/SEND Manager
6. To assist in maintaining regular home-school links
7. To keep the SENCO/SEND Manager informed of matters concerning pupils with SEND and to help in identifying those pupils that may need to be considered for future SEND support
8. To assist in the smooth running of the department – cover/timetable changes, supervising students using the Student Services area, administrative tasks etc
9. To plan and run lunchtime clubs for small groups of students
10. To participate in the School's performance management system
11. To attend departmental meetings
12. To support with exam access arrangements as and when necessary for internal and external examinations

## GENERAL SCHOOL RESPONSIBILITIES

- To carry out duties as may be required from time to time commensurate with the overall responsibility of the post
  - To comply and actively promote school policies, including Behaviour for Learning, Equal Opportunities, Attendance and Health and Safety
  - To promote positive student conduct. To confront negative student conduct and take appropriate steps to deal with it
  - To deal with all telephone and personal enquiries efficiently and effectively, in a way that promotes a positive image of the school
  - To be smartly dressed, establish a business-like environment and promote excellent relationships and a positive ethos when communicating with students, staff, parents and external contacts
- To undertake training and development relevant to the post

PERSON SPECIFICATION	Essential	Desirable
<b>EDUCATION AND QUALIFICATIONS</b>		
Maths and English to CGSE grade 5 / C or equivalent	✓	
<b>EXPERIENCE</b>		
IT competency	✓	
Working in a school environment		✓
Experience of working with/understanding of young people		✓
<b>PERSONAL SKILLS AND QUALITIES</b>		
The ability to work as part of a team	✓	
The ability to work independently and to take direction	✓	
Excellent oral and written communication skills	✓	
Excellent interpersonal skills	✓	
Excellent organisational skills	✓	
High attention to detail and a high level of accuracy	✓	
A personal commitment to professional development and the updating of job related skills		✓
Working to deadlines	✓	



## ABOUT THE LEARNING SUPPORT DEPARTMENT

CGS is proud to be an inclusive school and adopts a whole school approach to SEN, with good quality teaching as a first response and a clear focus on outcomes. At Chesham Grammar School, we cater for students with a wide range of SEND needs, covering each of the 4 areas outlined in the SEND Code of Practice. Examples include:

- Autistic Spectrum disorders
- Specific Learning difficulties
- Speech, language and communication needs
- Sensory impairments including visual and auditory
- Attention Deficit disorders
- Physical difficulties such as cerebral palsy

Chesham Grammar operates an internal four tier approach to reflect the different level of need and accompanying provision for each child with special educational needs. For students who are on Tier 1 or Tier 2, the child's needs are likely to be able to met with classroom adaptations and/or small group interventions. Students who are on Tier 3 are recognised as those needing SEN Support, provision which is additional to or different from that of their peers. Students who are on Tier 4 are recognised as those who require more substantial support and have an EHCP. Students on Tier 3 and 4 will appear on the school's SEND Register. Currently there are 49 children on the school's SEND register.

The school has a SENDCO, SEND Manager and four Learning Support Assistants. The Learning Support Team work closely alongside teaching staff and the wider pastoral team to support students and families.

In line with the SEND Code of Practice, we review the support in place for student's using the four-part Assess, Plan, Do, Review cycle. This is an on-going cycle to enable identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Intervention is needs driven and tailored to meet the individual student. This is regularly monitored and may include:

- additional support given by individual teachers
- LSA support in lessons
- mentoring by senior students
- special examination concessions for public examinations
- opportunities to work with the learning support team individually or in small groups, dependent upon need. Parents may be asked to reinforce these activities
- short-term intensive support sessions or more infrequent support on a long-term basis
- input from external agencies (eg specialist teaching)
- variations to the school's standard curriculum.

Screening by a specialist may be recommended by the SENDCO and Lead Teacher for SEND, following thorough investigation of a child's difficulties and in consultation with parents.



## HOW TO APPLY

To apply for this position, you will need to complete an application form, which can be downloaded from our website. Completed applications should be sent to Clare Harvell, HR Manager at [recruitment@redkiteschoolstrust.org](mailto:recruitment@redkiteschoolstrust.org)

## SHORTLISTING

Subject to the number of applications, shortlisting may take place before the deadline for applications has passed. If you have not heard from us within three weeks of the closing date, you can assume that your application is not being progressed on this occasion.

## INTERVIEW

Shortlisted candidates will be invited to interview. The Interview will consist of a panel interview (including a member of the senior team), lesson observation/administrative task and tour of the school. Some roles may have a student and staff panel interview and a written task. Selected candidates may be interviewed by the Headteacher or other members of the management team.

