



# DR CHALLONER'S GRAMMAR SCHOOL

Student Development Officer  
(Well Being, Counselling & Deputy  
Designated Safeguarding Lead)

## Information Pack

*Challenge with reward*





# DR CHALLONER'S GRAMMAR SCHOOL

## Student Development Officer (Well Being, Counselling & Deputy Designated Safeguarding Lead) To start as soon as possible

Full Time Equivalent Salary	Range: 6 : £30,878 - £34,010 fte (plus generous pension scheme).
Actual Salary	Range: 6 : £24,758 - £27,269 (plus generous pension scheme).
Hours per week	35 hours - Ideally 08:30-16:00 5 days a week, term time only, but we would consider a more flexible arrangement with the right candidate
Working weeks per year	39 weeks
Contract	Permanent

We are seeking to recruit a Student Development Officer (Well Being, Counselling & Deputy Designated Safeguarding Lead) at this 11-18 grammar school for boys with a co-educational Sixth form. This exciting role will provide a unique opportunity to support our school in providing the very best for our students.

We want to recruit a caring and empathetic professional to work with our students and community. This role plays a key part in our programme of wellbeing and emotional support, and the post holder will make a significant contribution to the progress, both academic and social, of students at Challoner's. The role has two main components. Leading our counselling provision is one, filling a key role in a small team which provides this support. The postholder will also take on a deputy Designated Safeguarding Lead role, supporting our Deputy Headteacher (Student Development & Wellbeing) in this work.

This role presents a very important opportunity to make a significant contribution to the wellbeing of our community, and to support the next generation of students to thrive and flourish. This is a rewarding and stimulating role in a school which places great importance on wellbeing.

To informally discuss the role further please contact Carole Black, Deputy Headteacher on [cbl@challoners.org](mailto:cbl@challoners.org)

**Closing date: Monday 8 November, noon.**

To apply for the post, please email a completed application form to Alii McAloon (HR Manager and Head's PA).

Email: [employment@challoners.org](mailto:employment@challoners.org)

**We are interested to hear from candidates as soon as possible and earlier applications are welcomed.**

**Shortlisted candidates may be interviewed before the closing date.**

At Dr Challoner's Grammar School we ensure breadth of opportunities for all and actively promote open and outward facing attitudes to diversity and inclusion. As such, we actively encourage suitably qualified people from all backgrounds to apply for roles at our school. If there are any issues which you feel could be barriers to your application, as part of this process, please let us know

Dr Challoner's Grammar School is committed to safeguarding and successful candidates will be required to complete an enhanced DBS check.

# A warm welcome...

From Mr David Atkinson, Headmaster Dr Challoner's Grammar School



Dear Applicant,

I hope that the information which follows will help inform your decision about whether to make a formal application for this post. Like most job applicants you will want to find out a bit more about us. These days there is a wealth of data about schools which you may wish to look at. Proud though we are of that data, such research never tells the whole story and you will only be sure that you want to work here when you get 'that feeling' within the first few minutes of walking through the door.

When you do your research you'll find that our Ofsted inspection, carried out in November 2019, graded the school as outstanding in every respect. We believe that this judgement is a reflection of the fact that Challoner's is genuinely a special place. The report echoed what many visitors tell me – that the school has a distinctive ethos and culture of teamwork, loyalty and aspiration, with the well being of staff and students at the heart of what we do. Our students are intensely proud of coming to school here, and our staff feel similarly about their place of work. The relationship between staff and students is a very special one, and we see ourselves as running the school with the students rather than for them.

Our motto - Excellence with Integrity - demonstrates the purpose behind this ethos. We also highlight three key values which we believe can underpin the effective education of all our students. These are Aspiration, Kindness and Resilience. Our staff demonstrate these characteristics in their own ways, and inculcate the same attitudes in our students. This is not an attempt to produce a 'standard Challoner' student, but a means of encouraging our young people to find their own ways of demonstrating those crucial characteristics to help them flourish in the future.

Despite its formidable academic record, Challoner's is not an examination hothouse – it's a place of genuine creativity, fun and comradeship. In staff we appoint, we look for that much undervalued quality of humanity, along with an acceptance that young people will always make a few mistakes – and that it's our job to ensure that they learn from them. Two of the most immediately noticeable qualities of the people who work here are their humour and their sense of proportion. Even on the dullest of days, laughter pervades the school and reflects a genuine warmth and professional respect amongst colleagues. Sharing a laugh and a joke with the students is the norm and serves to brighten our daily work no end. One of the reasons our teachers are prepared to give up so much of their time to run educational visits (we do more than any school I know) and other co-curricular activities is that spending time with our students is so rewarding and enjoyable.

Over the years, schools have been subjected to a daily influx of policy changes and 'guidance' from government, much of it well-intentioned but unhelpful. I see it as an important part of my job to insulate staff from 'initiative overload' as much as possible so that they can direct their talents and energy into the things which we think are really important – ensuring that our students develop into confident learners who are at ease with themselves and others and willing to take responsible risks in their learning. We don't believe that just getting good GCSE and A Levels necessarily makes our students into good learners. Therefore we put a lot of thought and effort into how to make their time at school into a really worthwhile apprenticeship in the arts and crafts of learning which will stand the test of time, equipping them to make a success of whatever they choose to pursue in later life. Our Learning and Teaching framework has been carefully developed over the years to promote valuable. You'll find a lot more information about the school on our website [www.challoners.com](http://www.challoners.com) (which we hope encapsulates that intangible 'feel' of the school) and about the Astra Teaching School Hub and SCITT at [www.astrahub.org](http://www.astrahub.org). If you would like further clarification or just an informal chat with someone, please feel free to contact us by phone or email. I enclose some information about your subject at Challoner's along with some general information about the school, a Role Profile and a Person Specification. When I read your application, I will be trying to assess whether you would be a 'good fit' for our school, so I hope that some of the things I have said will be useful to you in writing your supporting statement.

I do hope that you will decide to make an application to join us and that we will have the chance to meet.

With best wishes,

Mr D Atkinson,  
Headmaster

Challoner's is the Teaching School Hub for Buckinghamshire, a function we fulfill through the Astra Teaching School Hub. As a result we offer a wide and diverse range of professional development opportunities for staff, including the opportunity to gain designation as an Astra/Buckinghamshire Leader of Education, where eligible. Astra is also a School Centred Initial Teacher Training provider (SCITT) ensuring Challoner's is at the cutting edge of curricular and pedagogical developments in education. Having been rated 'outstanding' by Ofsted in all categories for ITE in 2018, and now leading the delivery of the ECF and NPQ programmes across the county colleagues at Challoner's are able to contribute to, and benefit from, our leadership of high quality teacher training and CPD across over 200 schools in the local area.





*'The facilities are outstanding in many respects. The forward-thinking management and leadership ensure learner-led environments are possible'.*

## Why work for Dr Challoner's Grammar School?



Dr Challoner's Grammar School is based in Amersham. The school benefits from outstanding modern facilities including spacious, light classrooms, all of which are fully equipped with a whiteboard and digital projector. The school also enjoys recently modernised sports, music and arts facilities.

Staff often remark that DCGS is a great place to work. Staff retention is very high which we think reflects the supportive and friendly environment in which we work. Students are hard working, capable and diligent. New staff to the school often remark that they enjoy working in an environment where students want to learn. The Ofsted inspection from November 2019 noted that the school has a culture of teamwork, loyalty and aspiration, and that staff feel exceptionally well supported.

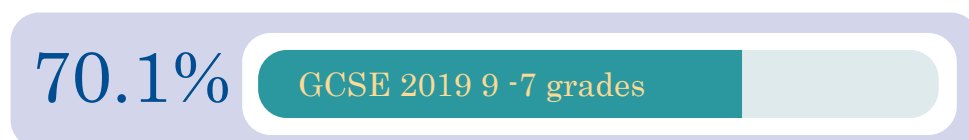
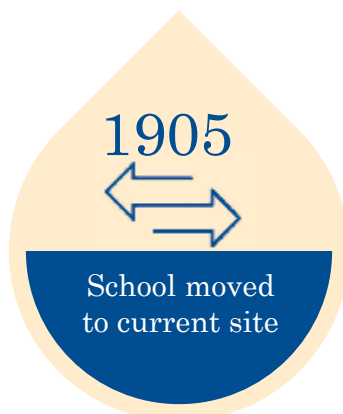
Working at Dr Challoner's is busy and very rewarding. The School has high expectations of its staff, so looks to offer a positive range of benefits in addition to the ones already mentioned.

- Engaging, able and well-motivated students
- An innovative approach to learning
- Outstanding facilities in every subject
- The school offers a friendly working environment with supportive and caring colleagues.
- Access to an Employee Assistance Programme including financial and legal advice, counselling and health programmes
- Preferential admission for qualified children of staff (some restrictions apply)
- Access to onsite cardio fitness and weights room
- Free onsite parking
- Access to regular staff social events
- Generous pay based on the London Fringe Allowance
- Dr Challoner's offers access to join the Local Government Pension Scheme ("LGPS"). The LGPS is a Career Average Related Earnings ("CARE") Defined Benefit Pension Scheme. Full details of the superb benefits conferred by membership of this scheme can be seen by following the hyperlinks.
- The School operates a successful and well recognised professional development scheme, which all colleagues have access to and are encouraged to make use of.
- There is an extensive induction programme for all staff joining the school, with components tailored to individual requirements, such as for those new to the teaching profession.

# Dr Challoner's Grammar School at a glance



2020 and 2021 qualifications were awarded through the provision of a centre assessed grade, because of the cancellation of public examinations. As such those results are not comparable with previous years' outcomes, and are not published here.

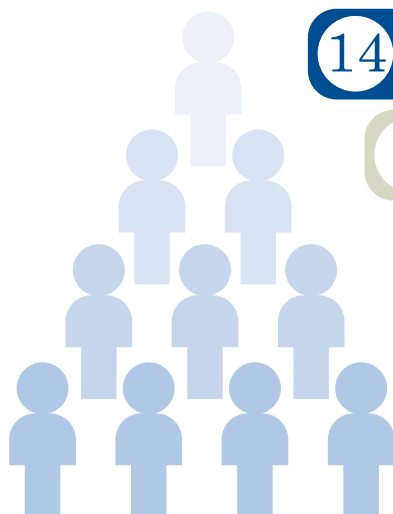
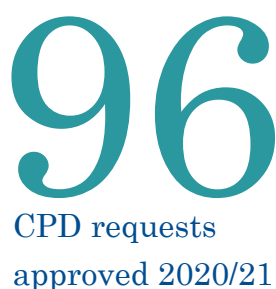
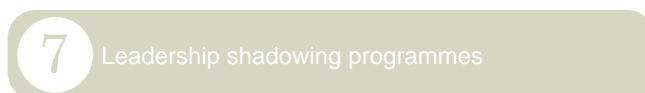


1351 Staff Years of experience of working at DCGS

Current staff have worked over 10 years 62



## Staff development 2020/21:



# Dr Challoner's Grammar School at a glance

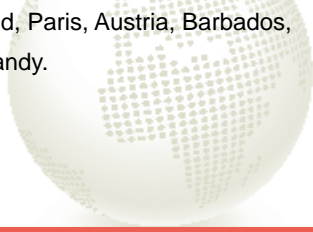


*Due to school closures in 2020 and 2021 and on going guidance on educational visits, the data reflects both current and previous years figures.*

## 2 week October half-term

### International residential trips

Marseille, Murcia, Bruges, Ardeche,  
Berlin, Bensheim, Sicily, Krakow, Iceland,  
Washington, Geneva, Namibia, Portugal,  
Holland, Paris, Austria, Barbados,  
Normandy.



## 55

Staff went on  
residential trips  
(inc Support  
Staff) in 2019



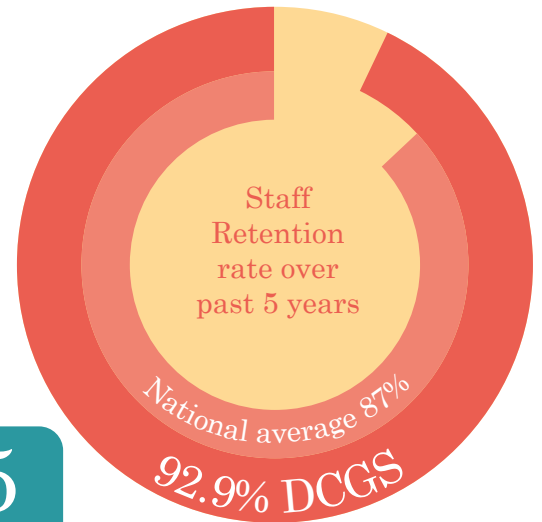
1 staff member wedding reception at school  
1 played nationally for their country  
123 Strawberries eaten at Staff Wimbledon

Mental  
Health  
awards  
(One of 15  
nationally  
to do so)

## 4

Average Number of  
extracurricular Clubs  
and Societies per Term

## 85

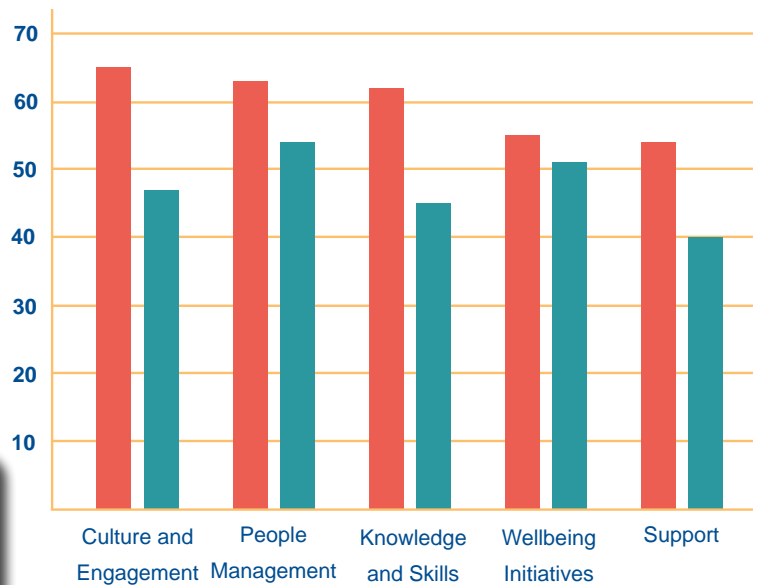


### Staff Survey Results

What % staff rate positively

■ DCGS

■ Sector Average



Staff Football   End of Term Gatherings   Christmas Party   Secret Friend

Staff Yoga   Time to Talk Day   Mental Health Day   Staff Badminton

"How's it going?"   Step Challenge   Secret Santa

Leavers Dinner   French Film Society   Staff gathering

Staff Wimbledon   Staff Tennis   Pub trips

Staff Cake Rota   Staff Tea and Coffee



Staff walked 5302.47 miles in 3 weeks  
(twice round the earth's circumference)!

## Staff Society





# Role Profile



**Job Title**  
Student Development Officer (Well Being, Counselling & Deputy Designated Safeguarding Lead)

- Job purpose**
- To ensure students throughout the school receive appropriate support for their personal development, emotional and learning needs.
  - To support other parts of the school community, especially staff and parents, to thrive, in keeping with the school's values.

**Line management**  
  
Deputy Headteacher (DSL, SDO and Staff Wellbeing)

**Principal Responsibility Areas**

- |   |                              |
|---|------------------------------|
| A | Wellbeing                    |
| B | Counselling                  |
| C | Designated Safeguarding Lead |

- To assist students in accessing all aspects of the curriculum including academic and social development, working with individuals and small groups as appropriate.
- To offer emotional and wellbeing support to enhance student wellbeing and learning, liaising with SLT, KS Leaders, teachers and parents as required.
- To be responsible for co-ordinating the operational side of counselling throughout the school including appropriate record keeping.
- To be a key point of contact for staff welfare, working alongside HR and SLT.

**A: Wellbeing**

- To work with individuals or small groups in supporting their pastoral and/or academic needs
- To promote a caring and supportive environment where such concerns may be explored, thereby supporting the mental and emotional health of all at DCGS.
- To help facilitate students' access to appropriate external and school services.
- To provide a 'listening ear' for parents and staff.
- To act as the Deputy Designated Safeguarding Lead for Child Protection.
- To manage well being and safeguarding issues ethically and work alongside parents as required, when safeguarding has previously been an issue.
- Support the DSL to be responsible for managing liaison with external agencies including: the Bucks Multi Agency Safeguarding Hub; the Education Welfare Service; CAMHS; the Education Psychology Service; Drugs agencies; the police; Social Care; and the Safeguarding Team.
- To contribute to and deliver the PHSE program as required, including resilience lessons.
- To attend parent consultations evenings when necessary.
- To organise an annual Parenting course, contributing to its delivery as appropriate.



## Role Profile continued



### B: Counselling Provision

- To lead and manage a confidential counselling service to students and staff at Dr Challoner's Grammar School through individual sessions, responding to their personal, social, emotional or educational concerns.
- To employ and develop therapeutic interventions to support and empower students, encouraging confidence, independence, reflection and resilience.
- To maintain appropriate records and to keep these secure.
- To provide information / reports as requested to enable the service to be reviewed and evaluated.
- To liaise with school staff and other professionals as appropriate to ensure the effective operation of the service, ensuring confidentiality is maintained.
- To be alert to trends and patterns of problems and to be willing to identify causes and recommend corrective action.
- To work within, and adhere to, Keeping Children Safe in Education and the British Association for Counselling and Psychotherapy (BACP) Ethical Framework, for confidentiality, Continuing Professional Development and supervision.
- To contribute in any other reasonable fashion to promote the safety and wellbeing of students and staff.

### C: Other Duties

- To provide occasional classroom management to classes in the absence of a teaching member of staff.
- In relation to Classroom management to provide an orderly and purposeful environment in which students can complete the work set by the teacher, using the school's rewards and sanctions as appropriate.
- To undertake professional development activities in relation to Classroom management.
- To assist in the invigilation of examinations at peak times.
- To accompany students as an additional adult on educational visits as required.
- To provide cover for other colleagues in the support staff team when required.
- To comply with policies and procedures relating to child protection, health, safety, welfare, security, confidentiality and data protections, reporting any concerns to the appropriate person.
- To undertake any other reasonable task required by the Headmaster or line manager.



# Person Specification



## ESSENTIAL

## DESIRABLE

### Qualifications

Very good standard of education, including BACP or equivalent accreditation and Registration with UKRC or equivalent

Further training in areas relevant to counselling and student welfare.

### Previous Work Experience

Experience of working in Pastoral Mentoring.

Experience of working within a school environment.

### Professional Skills & Experience

Competent and confident in the use of IT, including Google and MS Office.

Excellent written and oral communication skills.

Ability to be organised and adhere to deadlines.

Excellent understanding of safeguarding issues in school and willing to undertake relevant safeguarding training.

Should work within a recognised code of ethics and practice outlined of an appropriate public body

Ability to seek advice from DSL and other outside agencies when required.

### People Management Skills

Good communicator through a variety of media with well-developed interpersonal skills

Ability to make sound judgements.

Able to relate well to parents, students and staff and build effective working relationships.

Act as a role model for DCGS values.

Able to handle emotional issues/relationships calmly and professionally.

### Other Personal Qualities

Appropriate motivation for working in a school (one which values young people and shows concern for their personal safety & well-being).

Ability to hold professional confidentiality, excellent boundaries and be able to deal with complex/sensitive issues.

Willing to support colleagues.

High level of interpersonal skills, including approachability, empathy and patience.

Ability to stay positive when dealing with difficult situations.

Sense of humour.

# Making an application



The purpose of the selection process is to assess your suitability for the post and give both the panel and yourself an opportunity to gain further information before making a successful appointment. It is also an opportunity to seek clarification on information which you have provided on the application form and accompanying information. The interview will also assess your suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.

## How to apply

To apply for this position, you will need to complete an application form, which can be downloaded by following this link.

Completed applications should be sent to [employment@challoners.org](mailto:employment@challoners.org)

Please note that only fully completed application forms will be considered.

CVs will not be included in the short-listing process

## Short-listing

Applications will be assessed based on the information provided on the application form; only those best fulfilling the criteria for the role and the person specification will be short-listed.

Subject to the number of applications, short-listing 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

A first round of interviews may be conducted remotely.

During the second round of interviews candidates will also be given a tour of the school, and there will be a chance to meet members of the team informally over lunch or coffee.

Selected candidates will then be formally interviewed by the Head and other members of the school management team.

The interview will also include an administration task for support staff.

Please note that the school adheres to all social-distancing guidelines in schools.

## (Support Staff) Administration Task

The interview process for support staff will include a skills test which is relevant to the role in which you are interviewing for. These will be completed using Google docs and Google sheets, which are very similar to Microsoft Word and Excel.

As part of our safer recruitment process please find a link to our Child Protection Policy, Safeguarding Statement and recruitment of ex-offenders policy.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore that the amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure and cannot be taken into account. Further information about filtering offences can be found at DBS filtering guide. It is an offence for any applicant to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.



## Excellence with integrity

**At DCGS...**

**We are determined to give our best to everything we do  
We are prepared for the opportunities and challenges of today and the future  
We serve the wider community**

**At DCGS We Value...**

**Aspiration**



**Kindness**



**Resilience**



**In All Our Actions And Intentions**

**At DCGS everyone learns through...**

**Teaching that is rigorous, engaging and high quality**

**Developing leadership at all levels**

**Maintaining a culture of high expectations**

**Showing a concern for everyone's wellbeing**

**Providing a first class learning environment**

**Ensuring a breadth of opportunities for all**

**Promoting an open and outward facing attitude**

**Engaging with the global potential of technology**

**Exploring innovative and sustainable approaches**

Dr Challoner's Grammar School, Chesham Road, Amersham, Buckinghamshire, HP6 5HA

Headmaster: Mr D Atkinson Email: [admin@challoners.com](mailto:admin@challoners.com)  
General Enquiries: 01494 787500 Web: [www.challoners.com](http://www.challoners.com)