

**WALTHAMSTOW SCHOOL FOR GIRLS**

***“NEGLECT NOT THE GIFT THAT IS IN THEE”***

**Learning Support Assistants**

**(Fixed term post until the end of the summer term July 2022)**

Candidate Information Pack



**1 x Full-time post working 26 hours 40 minutes per week (9.00am-3.30pm) term time only form September 2020 until July 2022**

**1x Part-time post working 16 hours per week (9.00am-3.30pm) term time only form September 2020 until July 2021**

**Scale 3**

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Welcome letter from Meryl Davies, Headteacher

# September 2020

# Dear Applicant

Thank you for requesting an application pack for the post of Learning Support Assistant.

Walthamstow School for Girls is a high achieving, oversubscribed, diverse school which is regularly in the top 10% nationally for progress, significantly above the national average in all key indicators, and is at the centre of the vibrant local community of Waltham Forest (the first London Borough of Culture). We have an ambition to become ‘world class’ and a commitment to work with other professionals both locally, nationally and internationally, through our Erasmus links. We won the national High Aspiration Award for the progress made by disadvantaged students and have won SSAT Achievement and Progress awards annually since 2014. We have been awarded the SSAT Exceptional Education standard twice; in 2017, for *Leadership through Moral Purpose*, and, in 2018, for *Systems: use of assessment, data, policies* *and monitoring to support teaching and learning.* We were awarded Teaching School and National Support School Status in September 2017. In June 2018, following a Section 8 inspection, we were awarded an ‘outstanding’ judgement in all categories.

Our students are ambitious and hard-working; they embrace the range of opportunities offered to them both during and beyond the school day. This is highlighted not only by our exceptional examination results but also by the maturity of the girls, their sense of responsibility, community and fun. They are a delight to work with.

We offer excellent facilities to both staff and students. Our acclaimed architect designed site is an oasis of green and a pleasure to work in. It is well served by transport connections, being just ten minutes’ walk away from Walthamstow Central tube and overground station and five minutes’ walk from the popular Walthamstow ‘village’, and creative and restaurant quarter. We pride ourselves on working hard to retain our role as an important part of the local community. Examples of this commitment can be seen in our weekly *Greensheets*. Our staff are inclusive and friendly, with regular social and wellbeing events as well as charity fundraising.

We are committed to Safer Recruitment practices and procedures and shortlisted applicants will be questioned about their commitment to the safeguarding of young people. The successful candidate will be subject to an enhanced DBS clearance.

Thank you for taking an interest in this position. I do hope that having read more about the school you will decide to apply for the post. I look forward to receiving your application. Please note that it will not be possible to give feedback to unsuccessful applicants, other than those called for interview. Thank you for your understanding and good luck with your career in education.

Ms Meryl Davies

Headteacher, NPQH, NLE

About Walthamstow School for Girls

**History**

In January 1890, a circular stated that a “school for girls” was to be opened in Walthamstow. Miss Hewett was appointed as the first Headmistress and remained until she retired in 1924. There were 49 girls, whose ages ranged from 7-16 years. At this time there were only five teachers, two of whom were graduates.

Our original building was in West Avenue Road and when student numbers grew the school moved to Church Hill House, where a church now stands. It was in September 1913 that 243 girls came to the present building with the Greek Amphitheatre being added in the 1920s. In January 2010 our most recent refurbishment and rebuilding work was completed as part of the Building Schools for the Future Programme. This work has given us the unique blend of traditional and state of the art facilities that we currently enjoy at our school.

**Our school in 2020**

Walthamstow School for Girls is a high achieving, oversubscribed, diverse school which is regularly in the top 10% nationally for progress, significantly above the national average in all key indicators at Key Stage 4, and is at the centre of the vibrant local community of Waltham Forest (the 2019 and first London Borough of Culture). Our most recent results can be found on our website.

We have an ambition to become ‘world class’ and a commitment to work with other professionals both locally, nationally and internationally, through our Erasmus links. We won the national High Aspiration Award for the progress made by disadvantaged students in 2015 and have won SSAT Achievement and Progress awards annually since 2014.

We have been awarded the SSAT Exceptional Education standard twice; in 2017, for *Leadership through Moral Purpose*, and, in 2018, for *Systems: use of assessment, data, policies* *and monitoring to support teaching and learning.* We were awarded Teaching School and National Support School Status in July 2017. In June 2018, following a Section 8 inspection, we were awarded an ‘outstanding’ judgement in all categories.

*“Middle Leaders are exceptional and collaborate well to share best practice. They drive their teams with energy and enthusiasm. They share the strong moral purpose of the Headteacher to ensure that no pupil is left behind. As a result, outcomes for pupils are outstanding, giving them essential life chances.” Ofsted 2018.*

**Students and staff**

Every one of our 900 students is valued equally as an individual with different gifts and talents, reflecting our commitment to the school motto “Neglect not the gift that is in thee”. We offer strong pastoral support and regular monitoring, target setting and dialogue with students and parents/carers.

Our students are encouraged to express themselves, to be creative, to have high aspirations and to challenge stereotypes. There is a strongly ethos of equality at this school.

Our students are also ambitious and hard-working; they embrace the range of opportunities offered to them both during and beyond the school day. This is highlighted not only by our exceptional examination results but also by the maturity of the girls, their sense of responsibility, community and fun. They are a delight to work with.

One of the school’s strengths is the quality of the staff we are able to attract and keep. Our teachers ensure lessons are stimulating and challenging. Students work with enthusiasm and interest in classrooms where there is a calm atmosphere suitable for learning. The broad and balanced curriculum ensures that all students are extremely well equipped to continue their education.

**Our environment**

We offer excellent facilities to both staff and students. Our acclaimed architect designed buildings and facilities make a stunning learning and working environment. Our £18 million rebuild project, completed in 2010, dramatically extended and enhanced our accommodation. We have state-of-the-art facilities in science, technology and performing arts, as well as a fantastic dining hall, two assembly halls and social areas.

Situated in beautiful landscaped grounds, the school’s outside space encourages play and creativity as well as quiet reflection and study. Unusually for a London school, our buildings are surrounded by mature trees and lawns, a pond area and our Greek amphitheatre. We have an allotment area which invites students to learn how to grow fruit and vegetables, some of which are then used by our chef.

Our site is an oasis of green and a pleasure to work in. It is well served by transport connections, being just ten minutes’ walk away from Walthamstow Central tube and rail station and five minutes’ walk from the popular Walthamstow ‘village’, creative and restaurant quarter. We pride ourselves on working hard to retain our role as an important part of the local community. Examples of this commitment can be seen in our weekly *Greensheets*. Our staff are inclusive and friendly, with regular social and wellbeing events as well as charity fundraising.

**Educating and empowering young women**

Our role is to educate tomorrow’s women to be confident, articulate and able to discuss and debate intelligently. Through a range of activities and opportunities, students are helped to develop their leadership qualities, their sense of community and global responsibility as citizens of the world in line with our G.R.E.E.N. values.



Our G.R.E.E.N. Vision

**The G.R.E.E.N. values**

| https://www.wsfg.waltham.sch.uk/_site/data/files/images/values/C52FA90503F596A26EE2DC7FE1E19642.png | The value **GROWTH**is based on the work by Carol Dweck on growth mindset.  Having a growth mindset encourages the belief that we can all improve at whatever we put our minds to with practice and perseverance.  It encourages learning, effort and stickability.  It also promotes the importance of reflection and criticism as tools to move us forward. |
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| https://www.wsfg.waltham.sch.uk/_site/data/files/images/values/3FEE02382FB6B8CCE94E0DF659218767.png | The value **RESILIENCE** represents the notion that, on any learning journey, there will be obstacles.  With **RESILIENCE**and perseverance, these obstacles can be overcome and the final goal more rewarding.  The key is not to be fearful of these obstacles and to accept that mistakes and challenges are an important part of learning.  The learning line is an effective symbol for resilience and for assessment for learning. |
| https://www.wsfg.waltham.sch.uk/_site/data/files/images/values/38C6CD54B28E286D9A8410BF39911E01.png | The value **ENERGY**is the centre of our vision.  It encourages focus and enthusiasm from everyone.  This **ENERGY** could be represented in the attitude of students as well as in staff morale, parent and governor involvement.  It promotes positivity and supports all of the other G.R.E.E.N. values. |
| https://www.wsfg.waltham.sch.uk/_site/data/files/images/values/BC7D9BD0A310876A7B76D38599477A89.png | The value **EMPATHY**promotes community spirit in many dimensions.  It signifies self-awareness as well as respect for each other despite our differences.  In addition to this, it illustrates that none of us are alone on our learning journey and that, through collaboration, success can be greater. |
| https://www.wsfg.waltham.sch.uk/_site/data/files/images/values/AABBE9BC30E8511FD418D7E3A2E90E56.png | The value **NEWNESS** is vital in an ever changing world.  This encourages us to be open to new ideas, techniques, technologies and challenges.  It encourages us all to step out of our comfort zones as this is where the deepest learning and the greatest success can be achieved. |

What staff value about the school

* This school feels safe, kind and caring. We are not driven by results – we seem to be driven to produce fabulous young women
* Ethos of the school, supportive colleagues and strong management with compassion

*“There are very strong working relationships between staff and pupils based on mutual trust and respect.” Ofsted 2018*

* I value the ethos of hard work in the students and how the school promotes kindness, tolerance and maturity amongst the students
* Atmosphere of diversity, respect and inclusion
* Freedom to teach in a range of styles



Job Description

**Job title:** Learning Support Assistant

**Reporting to**: Head of Faculty - LLD

**Line management of:** N/A

**Liaising with:** LT, all Teachers and support staff, governors, LEA representatives, external agencies and parents/carers.

**Working time:** 26 hours and 40 minutes per week, with 2 periods a week for planning and preparation / 44.4 or 45.6 weeks per year depending on length of service

**Salary:**  Scale 3

**Disclosure:** Enhanced

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| --- | --- |
| **Core Purpose** | * To support students with Special Educational Needs particularly those with learning difficulties * To be responsible for safeguarding and promoting the welfare of all students |
| **Main Responsibilities - Supporting** | * To work with children re3ferred by the Special Educational Needs Co-ordinator * To carry out programmes set for the students with special educational needs * To liaise with teachers regarding programmes for individual students * To carry out behavioural programmes for students * To work with students with special educational needs in the classroom * To work with a small number of students in small groups outside of the classroom on specific programmes * To support students with the completion of coursework * To attend regular meetings with the SENCO * To attend faculty meetings within contracted hours * To attend in-service training as required * To submit reports on targeted students as required * To attend annual reviews of statemented students and report back on progress and pre-review assessment results * To accompany specific students on school outings with teaching staff * To carry out other duties as specified by the SENCO * To act as a mentor * To act as a reader / scribe for exams and tests * To carry out assessments using a range of assessment tools |
| **Operational and Strategic Planning** | * To assist in the development of appropriate differentiated resources for a range of subjects * To contribute to the Faculty’s development plan and its implementation * To plan and prepare support for targeted students * To contribute to the whole school’s planning activities |
| **Curriculum Provision and Development** | * To assist the Head of Faculty in meeting the needs of all students |
| **Staffing** | * To take part in the school’s staff development programme by participating in arrangements for further training and professional development * To engage actively in the Performance Management Review process * To work as a member of a designated team and to contribute positively to effective relationships within the school |
| **Quality Assurance** | * To help implement school quality procedures and to adhere to them * To contribute to the review of support provided from time to time |
| **Management Information** | * To contribute to the maintenance of appropriate records as required * To track student progress and use information to inform support |
| **Communication and Support** | * To communicate effectively with parents of students as appropriate * To follow the agreed policies for communication in school |
| **Management of Resources** | * To assist the Head of Faculty in identifying resource needs * To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, Faulty and the students |
| **School Ethos** | * To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example * There is an expectation to attend all key school events out of hours as detailed in the school calendar e.g. Open Evenings, all faculty and staff meetings and the relevant twilight inset sessions * To be flexible and work according to needs, which may involve assisting other areas which are commensurate with the grading of the post |
| **Whole School Contribution** | * Be aware and comply with policies and procedures relating to Safeguarding, Equal Opportunities, Behaviour for Learning, Health and Safety, Data Protection and confidentiality, reporting all concerns to an appropriate person * To promote actively the school’s policies * To continue professional development in relevant areas including subject knowledge relating to SEN * To comply with the school’s Health and Safety policy |

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

**The Governing Body and the Local Authority are committed to safeguarding and promoting the welfare of children and young people. The Headteacher must ensure that**

**the highest priority is given to following the latest national guidance and regulations on safeguarding and child protection. This role is subject to an enhanced DBS check.**

July 2020

*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

Person Specification

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Criteria** | Essential | Desirable |  | Assessed by application | Assessed by selection process |
|  | **Qualifications** | | | | | |
| 1 | GCES or equivalent qualification in English and Mathematics | / |  |  | / |  |
| 2 | Bilingual |  | / |  | / |  |
|  | **Experience** | | | | | |
| 3 | Experience of working with young people | / |  |  | / | / |
| 4 | Administrative experience |  | / |  | / |  |
|  | **Special abilities and aptitudes** | | | | | |
| 5 | Interest in working with students with special needs | / |  |  | / | / |
| 6 | Able to work independently and flexibly | / |  |  | / | / |
| 7 | Understand the importance of maintaining confidentiality where appropriate | / |  |  | / | / |
| 8 | Clear verbal communication skills especially with young people | / |  |  |  | / |
| 9 | A knowledge and understanding of basic literacy sufficient to support students in school | / |  |  | / | / |
| 10 | The ability to work with students with emotional and behavioural difficulties | / |  |  | / | / |
| 11 | A sensitivity to the needs of students with special educational needs | / |  |  | / | / |
| 12 | The ability to work with different professionals including teachers, Educational Psychologists and others | / |  |  | / |  |
| 13 | The ability to seek advice and help when needed | / |  |  | / | / |
| 14 | The ability to work as part of a team | / |  |  | / | / |
| 15 | Willingness to learn new ideas | / |  |  | / | / |
|  | **Special abilities and aptitudes** | | | | | |
| 13 | Commitment to the LA’s Equal Opportunities Policy and acceptance of their responsibility for its practical application | / |  |  | / | / |

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**Disqualifying Factors**

Indication of sexist, racist. Or anti-disability attitudes or any other inconsistent with the LA s Equal Opportunities Policy

Staff Benefits

Outlined below are some of the additional benefits available to staff working at Walthamstow School for Girls.

**Cycle 2 work scheme**

This benefit offers staff the opportunity to make tax and national insurance savings whilst keeping fit at the same time.

**Commitment to CPD**

We actively encourage CPD to all staff. We regularly provide whole school CPD as part of the school calendar, as well as opportunities for individual CPD requests.

“*I have been given some fantastic CPD opportunities with an amazing amount of training. My personal knowledge and confidence has increased immensely.”*

**Eye Tests**

All staff using computer equipment should have eye and eyesight checks at regular intervals. Eyesight testing should also happen where staff experience visual difficulties, which may reasonably be considered to be caused by computer work. Staff working within schools in the London Borough of

Waltham Forest may be entitled to reimbursement of some costs associated with vision testing and the frames and lenses needed to enable them to work safely on display screen equipment.

**Staff Wellbeing**

As part of our CPD for staff we include session related to staff wellbeing. There are also opportunities for staff to participate in various activities as individuals.

At Walthamstow School for Girls we also offer a staff running club, Badminton club, Boxfit exercise sessions, yoga and the London Club (historical walks around London).

“Since joining WSFG *I have felt totally reinvigorated and I am excited to teach again. This is undoubtedly because the atmosphere in school is a very positive one.”*

**Workplace Options - Employee Assistance Provider**

A confidential counselling, help and information service is provided for all those employed by Waltham Forest and is available free of charge 24 hours a day, every day of the year. This service can help with a range of problems from practical everyday matters to sensitive and emotional issues. For further information please call 0800 328 1437 or contact: [**www**.**employeeassistance.org.uk**](http://www.employeeassistance.org.uk)







For further information about our school please visit our website: [**www.wsfg.waltham.sch.uk**](http://www.wsfg.waltham.sch.uk)