



Chingford  
Academies  
Trust

*Forward Thinking, Cohesive, Proud*

Candidate brief for the position of

## **Sixth Form Study Centre Supervisor**

Tenure: Permanent 36 hours per week x 44.4 weeks per annum (plus 1 week to cover Sixth Form enrolment in August and will be paid on timesheet)

Grade/Pay Range: Scale 5 (Spinal points 12-16), £21,407 - £22,991 actual pro-rated salary







# CHINGFORD ACADEMIES TRUST

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## CHINGFORD ACADEMIES TRUST

*Forward Thinking, Cohesive, Proud*

Chief Executive Officer/Executive Principal  
Jane Benton MA Med  
Chingford Academies Trust  
Nevin Drive  
Chingford  
London E4 7LT

Tel: 020 8529 1853

Dear Applicant

Thank you for expressing an interest in the post of Sixth Form Study Centre Supervisor at Chingford Academies Trust. We hope the information in the pack will give you a good flavour of our schools as well as the application procedures and that, having read the pack, you will decide to apply.

This pivotal role is available as soon as possible and offers an exciting opportunity to join a passionate and focused team of colleagues dedicated to improving the lives of the more than 2000 students within our Trust.

Chingford Foundation School (CFS) and South Chingford Foundation School (SCFS) have 120 years of combined history and experience in delivering a positive, aspirational environment for our students to flourish. Whilst we have continued to adapt to the changing world around us with the creation of our Multi Academy Trust, our commitment to helping students of all abilities and backgrounds achieve their dreams has only strengthened. We are incredibly proud of our staff and students and passionate about driving improving standards across the Trust, aspiring to offer a world class education and professional development model for all.

We are looking for a skilled, professional and enthusiastic individual to help us ensure that in every way the schools within Chingford Academies Trust move to outstanding schools. There remains a lot of work ahead of us, but with innovative, inspirational leadership there is no limit to what we can achieve for our students, as we start an exciting new chapter in our story.

When completing the application form, please follow the instructions contained in this pack and demonstrate clearly how you meet the person specification and job description. If you have any questions, please contact me via my PA, Amanda Crowley on the above number or via email on [crowley@chingfordfs.org.uk](mailto:crowley@chingfordfs.org.uk)

We very much look forward to receiving your application.

Yours sincerely

**Jane Benton**  
Chief Executive Officer

Chingford Academies Trust is a charitable company limited by guarantee registered in England and Wales  
with registration number 08179498  
Registered Office: Chingford Foundation School, 31 Nevin Drive, Chingford, London, United Kingdom, E4 7LT



## **An Introduction to the Chingford Academies Trust**

A warm welcome to the Chingford Academies Trust, where we provide students with an excellent secondary education. The two secondary schools challenge and extend students of all abilities and backgrounds and prepare them to contribute positively to the communities in which they live.

Our commitment to quality, achievement and the 'comprehensive ethos' makes our schools the natural first choice of students, parents and staff in the local area who are keen to contribute to the successful development of tomorrow's young citizens.

We are proud of recent developments to provide educational spaces for our expanding roll that create a sense of wonder and awe at Chingford. These have included the Clive Moore Sports Hall, our Arts Centre, state of the art Library facilities, additional classrooms and external recreation areas. We are further developing our site with an extension to our Science facility which will be ready in September 2020.

At South Chingford Foundation School, we offer a smaller learning environment 'where everybody will know the student's name' and the support will be individualised to inspire students to make excellent progress. There is a thriving extra-curricular programme including and externally funded Saturday School which is well attended.

### **Our strengths, including what Ofsted say about our schools:**

*The Schools serve a diverse community and are inclusive in their approach.*

*Pupils say that they are encouraged to respect others and treat everyone equally.*

*Behaviour in lessons is calm and purposeful. It contributes to an atmosphere where pupils are able to engage in their learning.*

*Pupils are proud of their school. They behave well around the School and in lessons. They are cheerful, polite, helpful and very supportive of each other.*

*Many pupils choose to stay on in the Sixth Form. A student explained "We stayed because our Sixth Form has a good reputation."*

*Parents, carers and staff are overwhelmingly positive about the Schools' work.*

*Positive relationships between teachers and pupils underpin engaging and effective learning.*



## ***Job Description***

### **CHINGFORD FOUNDATION SCHOOL**

|                         |  |
|-------------------------|--|
| <b>JOB TITLE:</b>       | Sixth Form Study Centre Supervisor   |
| <b>RESPONSIBLE TO:</b>  | Assistant Principal - Sixth Form   |
| <b>RESPONSIBLE FOR:</b> | Management of the Sixth Form Study Area  |
| <b>GRADE/PAY RANGE:</b> | Scale 5 (Spinal points 12-16), £21,407 - £22,991 actual pro-rated salary   |
| <b>HOURS:</b>           | 36 hours per week x 44.4 weeks per annum (plus 1 week to cover Sixth Form enrolment in August and will be paid on timesheet) |
| <b>KEY CONTACTS:</b>    | Internal – Staff/Pupils  |

### **PURPOSE OF JOB**

To supervise the Sixth Form Study Centre, ensuring a purposeful and productive working environment is maintained, where the students work in silence in order to support them appropriately with their post-16 studies.

### **MAIN DUTIES AND RESPONSIBILITIES**

- 1) To provide supervision and monitoring of the Sixth Form Study Centre, registering pupils to each study period, and making the relevant Head of Year aware if a student has failed to attend their study period.
- 2) To ensure that resources (computers, tables, chairs, paper, books) are used correctly and available to support students' study. If any IT equipment is damaged or faulty, alerting this to the attention of the ICT department.
- 3) To deal with Sixth Form students' general enquiries and concerns, liaising with teaching staff as appropriate.
- 4) To liaise with the Sixth Form Team regarding any pastoral or welfare issues that may arise.
- 5) To help with the UCAS application process and careers support for Sixth Form students.
- 6) To provide admin support to the Sixth Form team where required.



- 7) To perform general administration tasks within student services; e.g. word processing, data input, student related processes.
- 8) Contacting parents where necessary on behalf of the Sixth Form team.
- 9) To support the planning of Sixth Form events such as Open Evening, Parents Evening, Trips, and Enrichment Days.
- 10) To be a named First Aider.

These above mentioned duties are neither exclusive nor exhaustive and the post-holder may be required to carry out other duties as required by the Trust.

### **General**

- To actively promote the Trust and liaise with outside agencies as necessary, representing the Trust as appropriate.
- To maintain a presence around the Sixth Form to ensure that the highest standards of behaviour and site usage are upheld.
- To communicate and liaise with staff, students, parents, governors and members of the local community as appropriate.
- To be active in issues of staff and student welfare and support.
- To comply with policies and procedures in relation to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To demonstrate a commitment to Equality of Opportunity for all members of the Academy's community.
- To participate in Performance Appraisals and undertake training and development relevant to the post and in line with the Trust's priorities.

### **OTHER REQUIREMENTS**

1. To have an up-to date Enhanced DBS Disclosure.
2. To attend evening and out of term time events e.g. open evening, August enrolment days etc. as required.

### **SAFEGUARDING**

Safeguarding students of the Trust is a priority. All appointments to posts in the Trust are made through stringent adherence to the requirements of 'Keeping Children Safe in Education' (most recent edition). The schools in the Trust maintain a cohort of staff trained in Safer Recruitment and the trained colleague(s) most appropriate to this post will participate in the selection process.



All staff will be trained annually in Child Protection requirements. Cognisant of Part 1 of 'Keeping Children Safe in Education', (most recent edition), staff are required to refer all Child Protection concerns to the Child Protection trained staff team in their school (recognising that they can refer directly themselves to LWF in extraordinary circumstances). Those trained in Child Protection are identified throughout Trust and school documentation and on the school websites.

Within their work, employees are required to identify, attempt to prevent or at least minimise the risk of interpersonal abuse or violence; safeguarding children, other vulnerable people and themselves. This includes the timely sharing of information with appropriate colleagues to enable action to be initiated and protection to be afforded to both students and/or colleagues as needed.

All employees are required to be aware of and update colleagues, as appropriate, to comply with current legislation and statutory guidance which will affect their practice in role and must adhere to all policies and protocols of Chingford Academies Trust and their school within the Trust.



## ***Person Specification***

|   | <b>Essential<br/>(E)</b> | <b>Desirable<br/>(D)</b> | <b>A/I/T*</b> |
|---|--------------------------|--------------------------|---------------|
| <b><u>Education and Training</u></b>  |                          |                          |               |
| Good standard of education - 5 GCSEs (C minimum or equivalent)  | E                        |                          | A             |
| Willingness to receive appropriate training relating to the post  | E                        |                          | A             |
| <b><u>Experience</u></b>  |                          |                          |               |
| Experience working with secondary school aged pupils  |                          | D                        | A             |
| Experience in pastoral work, working with children and their families   |                          | D                        | A/I           |
| Experience of using Microsoft Packages, including words and spreadsheets  | E                        |                          | A/I/T         |
| Willing to learn SIMS database  | E                        |                          | A/I           |
| <b><u>Skills and Knowledge</u></b>  |                          |                          |               |
| Ability to build positive relationships with students from a range of backgrounds   | E                        |                          | A/I/T         |
| Understanding of the pressures faced by young people and how this may have an impact on their lives both inside and outside of school | E                        |                          | A/I/T         |
| High expectations of young people's conduct and behaviour   | E                        |                          | A/I/T         |
| Ability to challenge young people when they do not meet the standards expected in the Sixth Form                                      | E                        |                          | A/I/T         |
| Knowledge about safeguarding young people   | E                        |                          | A/I/T         |
| <b><u>Personal Attributes</u></b>   |                          |                          |               |
| Ability to work on own initiative and as a team player  | E                        |                          | A/I/T         |
| Able to follow direction and work in collaboration with Assistant Principal for Sixth Form  | E                        |                          | A/I/T         |
| Ability to follow initiative and prioritise one's own work and that of others even when under pressure                                | E                        |                          | A/I/T         |
| Able to work flexibly to support others and respond to unplanned situations   | E                        |                          | A/I/T         |
| Able to attend evening meetings as required   | E                        |                          | A/I/T         |





|   |   |  |       |
|---|---|--|-------|
| Good verbal and written communication and interpersonal skills  | E |  | A/I/T |
| The ability to maintain confidentiality   | E |  | A/I/T |
| Desire to enhance and develop skills and knowledge through CPD  | E |  | A/I/T |
| To undertake duties with a professional approach at all times.  | E |  | A/I/T |
| Commitment to the school and Sixth Form's ethos and aims  | E |  | A/I/T |
| <b><u>Other Requirements</u></b>  |   |  |       |
| A commitment to on-going personal development and willingness to undertake appropriate training.  | E |  | A/I   |
| Appointment to the post is subject to a satisfactory enhanced DBS check.  | E |  |       |
| <p>This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18.</p> <p>'The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and 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 at the Disclosure and Barring Service website.'</p> |   |  |       |

\* Assessment/Interview/Test



## CHINGFORD ACADEMIES TRUST

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The Trust will endeavour to make any necessary reasonable adjustment 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.

**You can find out more information by taking a look at our websites:**

[www.chingfordfoundation.org](http://www.chingfordfoundation.org) and [www.southchingfordfoundation.org.uk](http://www.southchingfordfoundation.org.uk)

To arrange a visit to the Trust schools please contact Amanda Crowley on 020 8529 1853 extn: 222 or email [crowley@chingfordfs.org.uk](mailto:crowley@chingfordfs.org.uk)

**Closing date: 9am 24<sup>th</sup> June 2021**

**Interview date: TBC**

Please return your completed application to [jobs@chingfordfs.org.uk](mailto:jobs@chingfordfs.org.uk)

***The Trust is committed to safeguarding children and successful candidates will undergo an enhanced DBS check.***





## How to Apply

- i. Read carefully all the information about this post.
- ii. If you have any questions, or would like to speak to the Chief Executive Officer, please do not hesitate to telephone or email the PA, Amanda Crowley on 020 8529 1853 extn: 222 or [crowley@chingfordfs.org.uk](mailto:crowley@chingfordfs.org.uk)
- iii. Complete the application form as fully as possible. If there is insufficient room on any section of the form, please provide additional information on a separate sheet. Please note that your application form will be photocopied for the Selection/Interview Panel, therefore clarity is essential. It is important that all gaps in your career history and employment are fully explained on your application form.
- iv. Send your completed application form by email (if downloaded) to:  
[jobs@chingfordfs.org.uk](mailto:jobs@chingfordfs.org.uk) or post to:

Human Resources  
Chingford Academies Trust  
31 Nevin Drive  
Chingford  
London  
E4 7LT

**Your application must be received by 9am on 24<sup>th</sup> June 2021**



## **Appointment Process**

Suitable applications will be shortlisted for interview as quickly as possible.

If you are successful, you will receive either a phone call and/or email inviting you to attend for interview. Please ensure that you give us a daytime telephone number and/or an email address that you regularly access so that we can contact you to make the necessary arrangements if you are shortlisted.

If you require any assistance in attending for interview, please let us know the nature of that assistance in good time so that we may make appropriate arrangements.

Under normal circumstances candidates invited to interview will:

- be given a tour of the school
- have an opportunity to meet with key staff
- undergo a selection process
- have an interview with members of the Trust

Due to the current Covid-19 pandemic, it is unlikely that tours will be provided and interviews may be held online.

### **Pre-employment Checks**

Chingford Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and an appointment will be subject to satisfactory enhanced disclosure from the Disclosure and Barring Service. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered “spent”.

The successful applicant will also be required to:

- Provide details of two referees who know you in a professional capacity, if at a school, one of which must be your current Chief Executive Officer/Headteacher/employer. It is our usual policy to take up references before interviews wherever possible. An offer of employment is conditional on any reference provided being deemed satisfactory.
- Provide proof of all relevant qualifications.
- Provide proof of eligibility to work in the UK
- Complete a Medical Declaration and receive fitness to work.

### **Policy on Equal Opportunities**

The Trust is an Equal Opportunities employer and appointments are based on the applicant’s ability to meet the requirements of the position.





## **OUR TRUST CHARTER**

**Our Trust is committed, through daily practice, to our belief that our job is to create an environment in which strong relationships pervade; staff and students are committed to building, repairing and reflecting on our behaviours so that our harmonious community is maintained.**

This Charter supports CAT Strategic Objectives 3 and 4:

### ***Strategic Objective 3:***

**To develop a culture within the constituent Academies of the MAT in which all employees and students show outstanding behaviour and attitudes to one another, their learning and the community of schools**

### ***Strategic Objective 4:***

**To nurture a culture in which personal development contributes to the creation of a harmonious community**

## **How do we deliver on the Trust Charter?**

### **Creating the Right Environment**

- Committing to our part in creating a harmonious community for young people to be educated in.
- A setting where young people feel confident to engage with adults and where adults facilitate opportunities for young people to talk.
- To be open to delivering programmes and undertaking training to facilitate improved engagement and creating a harmonious community.
- To provide opportunities through the curriculum to help all young people to see the world of opportunities and the possibility of relationships beyond their immediate peer groups.
- Giving young people a forum in the school to become leaders.

### **Building Relationships**

- Being warm, emphatic, and curious about all students in our care.
- Meeting and greeting students in classrooms and conversing with them in and outside of classrooms at every opportunity.
- To be constantly offering students opportunities to expand their horizons.
- Supporting staff to show the joy of their craft.

### **Repairing Relationships**

- Behaviour practices that are based empathy, reflection and positivity.
- Whatever the cause, to be prepared to intervene at all times in order to make young people feel calm, soothed and secure.
- To be able to help young people feel confident in 'help seeking' without fearing threat, danger or shame.
- Staff and student openness to proactively repair relationships that appear to have broken down using restorative justice, warmth, understanding and kindness.

### **Reflecting and Improving**

- Staff development and training that ensures adults and students cultivate positive behaviours and reflective practices in the art of good listening, good dialogue, empathy and understanding.
- Training for parents and carers in order to support them to empower families.
- The school to utilise the most current research practice, and resources in order to enable students to make informed choices about how they can relate to each other, how they live their lives and how they treat their bodies, brains and minds.



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