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Recruitment Pack

# LEARNING SUPPORT ASSISTANT

December 2024

# CONTENTS

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Welcome from the Headteacher .....	p3
Our Trust .....	p4
Our School .....	p5
Our Leadership Team .....	p9
Our Department .....	p11
Our Commitment to You .....	p12
The Opportunity .....	p14
Job Description .....	p15
Person Specification .....	p17
Application Process .....	p18



# WELCOME FROM THE HEADTEACHER

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Dear Candidate

Thank you for your interest in the position of Learning Support Assistant at Carshalton High School for Girls.

We are an all-girls' secondary school located in Carshalton in the London Borough of Sutton. The school is also part of the Girls' Learning Trust (GLT) which provides excellent opportunities for staff collaboration and career development.

At CHSG our vision is to be:

- A centre that is fearless in its commitment to excellence
- A safe, inclusive learning community where staff and students thrive

Securing high achievement and the wellbeing of students is at the heart of everything we do.

Excellent teaching, a strong pastoral system, high quality support and guidance where staff go the extra distance for students and an extensive range of additional learning opportunities ensure that the needs of every student are met, and each girl maximises her success.

Developing our staff and their wellbeing is also a high priority so we provide a well-resourced environment where staff are supportive of each other and work collaboratively. Staff CPD and development is important in our school and we take our responsibility to develop our staff seriously.

We are seeking to appoint a Learning Support Assistant to support us in the next phase of the school's development. We need someone who is motivated; a team player with bundles of enthusiasm, a good sense of humour and a passion for working with young people in an all-girls environment.

We hope after reading this pack you are interested in joining our brilliant school and the wonderful CHSG team.

We very much look forward to receiving your application.

Yours faithfully,



**Peter Baumann-Winn**  
Headteacher



## OUR TRUST

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### **What is a Multi Academy Trust?**

Multi-Academy Trusts (MATs) are where more than two schools have joined to form one organisation, governed by one Trust board. Our MAT is both a registered (exempt) charity and a company limited by guarantee, and since we operate within the state sector, we are regulated by the Education and Skills Funding Agency (ESFA). We receive our funding direct from the government on per pupil basis, and we also generate some income through various additional activities (including targeted capital funding bids, and out of hours lettings), which we invest directly into our educational activities.

### **What makes Multi Academy Trusts different?**

The original academies programme started in 2010 and was intended initially to provide an alternative governance model for schools. Since this process started, many schools have now identified the significant benefits associated with forming partnerships with other schools – enabling cost savings across central services, alongside the ability to invest in strategic roles supporting schools to become more effective. By ‘clubbing together’, our three schools have

access to resources and support that individually they would not be able to afford, and ultimately, we are able to collaborate to provide better outcomes for our pupils.

### **What is the history of the Girls' Learning Trust?**

In 2015, Nonsuch High School for Girls formed a multi-academy trust with Wallington High School for Girls, the Nonsuch & Wallington Education Trust. In 2018, the company changed its name to Girls' Learning Trust (GLT) and later that year Carshalton High School for Girls joined the MAT.

Our schools share many characteristics and are held in high regard by the local community. They are high performing and deliver a broad, balanced and challenging curriculum setting high expectations. Students benefit from being taught by well-qualified, dedicated and committed staff who are experts in girls' education. The Trust benefits from the expertise within an executive support staff team that provides shared services for schools, including Finance, Estates, IT, Procurement, Capital Development Projects, HR, Governance, Audit and Risk. This core team of professionals ensure consistent methods of operation, strong quality assurance and best value across the Trust.

Relationships in the Trust, between staff and students or between colleagues, are built on mutual trust and respect. These relationships drive school improvement and contribute to the wellbeing of everyone. Visitors often comment on the high levels of motivation and positive behaviour of the students, the commitment and professionalism of the staff and the well-equipped school buildings. Strong academic performance is complemented by highly effective pastoral care. We believe in offering a broad experience that goes well beyond the academic, and girls are encouraged to develop their confidence, independence and resilience across a wide range of enrichment and extra-curricular activities.

### **What makes the Girls' Learning Trust special?**

While we work across the Trust to support school performance and ensure value for public money, we believe in allowing our schools autonomy in developing approaches to pedagogy and the curriculum that will deliver the very best outcomes for their students. Nevertheless, our shared values and the many opportunities we have for collaboration across our schools mean that we learn lots from each other and that we remain outward-focussed.

### **What is it like working at the Girls' Learning Trust?**

All of our staff are located at offices in one of our schools, ensuring our shared services gain an understanding of the challenges and opportunities that face our pupils, teachers and school leaders. The environment is fun, fast paced and collegiate. Colleagues join us from all different walks of life and for a host of different reasons. But the one thing that we all share is a passion for education and a desire to make sure young people get the best education possible.

There are some common features to working in any role at the GLT:

- A passionate and dedicated staff team who believe in the transformative power of education and take pride in the positive impact their roles have both inside and outside of the classroom.
- A team of problem solvers who constantly figure out ways to help pupils achieve better outcomes, tackling challenges both big and small together.
- A fun and empathetic environment: staff who support and take care of each other, bringing a sense of humour to the workplace.
- A commitment to professional development: we are proud of our culture of promoting GLT staff within and across our trust and have an excellent record of developing outstanding staff and preparing them for senior leadership.
- A commitment to safeguarding and wellbeing: we operate a rigorous recruitment procedure that includes DBS, medical screening and confirmation of qualifications. And we are committed to ensuring this remains our top priority.





## OUR SCHOOL

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### **Our School**

Carshalton High School for Girls is a highly successful comprehensive school for girls aged between 11 and 18. The school has expanded in recent years, is popular in the local community, and has a growing Sixth Form. Our school is a welcoming environment, which, paired with high standards, delivers an excellent education for our students. Our buildings that range from a traditional main block to much more recent buildings that contain specialist science labs, sports hall, dance and drama studios, music rooms and STEM workshops. The student body in our school is truly diverse, both in heritage and educational starting point.

The school is within easy commuting distance for London and surrounding counties by train, bus and car. It is a short walk to Carshalton station for trains that take approximately 30 minutes to London Victoria, by Southern Rail, or 45 minutes to London St Pancras, by Thameslink. The school is also within easy commuting range of South London and Surrey.

### **Our Mission**

Our mission is to broaden the horizons of our students and staff through the provision of a world-class education filled with opportunity. We are a place of learning that is fearless in its commitment to excellence. We are also a safe, inclusive learning community where staff and students thrive.

The CHSG motto is 'Excellence; everywhere, every day.' This is lived in all aspects of the school. We are unashamedly aspirational for our students and aim to equip them with the knowledge, skills and dispositions they need to be successful, both academically and in their wider lives.

There is a culture of celebration established and reinforced by regular rewards and recognition of students' achievements. Our school values make explicit the traits and behaviours we prize.

## **#TeamCHSG**

Working at Carshalton High School for Girls means becoming a member of #teamCHSG. This team creates a culture which has:

- High aspiration and expectations of all
- Excellent behaviour
- Advantaging the disadvantaged at its core
- A simple and focused approach to school development
- Strong leadership across the school
- A culture of celebration
- Stakeholder Voice

## **Our Curriculum**

The CHSG curriculum is ambitious, broad and has been carefully crafted to serve our students. It is made up of five component curriculums, each based on principles of relevance, coherence, communication, confidence and inspiration.

### **The Subject Curriculum**

The subject curriculum is broad, knowledge rich and has a traditional academic core. We prioritise the accrual of powerful knowledge not just for its own sake, but to maximise students' potential social mobility. At Key Stage 3 all students study a core offer of English, Maths, Science and MFL with all students studying History and Geography until the end of Year 9 where they choose at least one to carry forward onto GCSE. The study of STEM, Computer Science, Art, Religious Studies, Citizenship and Music continues into Year 9. At Key Stage 4 all students study Separate Sciences and the vast majority also study an MFL. At Key Stage 5 students typically opt for three A level subjects. The traditional core of our curriculum is complemented by a range of vocation course choices at Key Stages 4 and 5.

Curriculum delivery is consistent across the school. Teaching supported by a CHSG Teaching and Learning Handbook of practical strategies that work in the context of our all-girls school. At Key Stages 3 and 4 the primary curriculum medium is bespoke workbooks produced in-house rather than the textbooks and exercise books. This reflects the care, pedagogical expertise and subject knowledge of our great teachers. There is a scheduled CPD programme, most of which is dedicated to working within departments in sessions focussing on successful implementation of the curriculum. Teaching is supported by a whole school behaviour system which is clear and effectual.

### **The Careers Curriculum**

The Careers Curriculum enables our students' successful transition to a future career path. It provides opportunities, through instruction and guidance, to build aspirations, develop capabilities, develop interests to support the making of informed decisions about subject choices and pathways. The Careers Curriculum contains a structured programme of activities to support students during key transition points at 13, 16 and 18 years old.

### **The Literacy Curriculum**

We prioritise a culture of reading, advantaging disadvantaged students who may not read widely at home due to a multitude of cultural, social and economic issues. The Literacy Curriculum is realised in a daily Tutor Reads Programme, wider reading and subject disciplinary reading. These contain carefully selected texts, are sequenced and link across curriculum areas, providing a relevant and coherent schedule.

### **The Leadership Curriculum**

The Leadership Curriculum provides opportunities for students to develop leadership skills through a variety of inspiring, challenging initiatives which impact positively on learning, teaching and well-being for both students and staff. Students are enabled to become effective, influential, and compassionate leaders in society through a range of inspiring leadership



opportunities. The Leadership Curriculum is wide-ranging, inclusive, and accessible to all, particularly our disadvantaged students.

### **The Pastoral Curriculum**

The Pastoral Curriculum is a broad and varied programme which enriches the experiences and improves the outcomes of our students, particularly the disadvantaged both at school, and in the wider life. The Pastoral Curriculum acknowledges that our students are growing up in an increasingly complex world where lives are lived seamlessly on and off-line, and our students are taught of the opportunities and the particular challenges this presents to girls. An excellent Pastoral Curriculum for every student is core to education at CHSG.

Our students also enjoy a full range of co-curricular activities. We stage an annual school production and numerous music evenings. There are numerous successful sports teams and clubs and dance groups. There are a range of societies including crochet, chess, origami and LGBTQI+. A full range of trips and visits has been re-established post-pandemic.



# OUR LEADERSHIP TEAM

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The Senior Leadership Team has a wealth of education experience and includes two Deputy Headteachers, four Assistant Headteachers and five Directors of Faculty who work closely and supportively to plan for the future development of our highly successful school. Collaborative and open working practices ensure coherence and clarity in the leadership and management of the school.

The Local Governing Body is a strong and supportive team with considerable professional expertise.

## **Peter Baumann-Winn (Headteacher)**

Peter was appointed as Headteacher of Carshalton High School for Girls in September 2024. His professional background is as a lawyer working in the corporate sector. He had a career change to education in 2009. Prior to joining CHSG he was Assistant Head at St Marylebone CE School for Girls in central London and then Deputy Head at The Kingston Academy in Kingston upon Thames. As well as degrees in Philosophy & Politics and Law, Peter has the National Professional Qualification for Headship (NPQH).

## **Jaqueline Green (Deputy Headteacher)**

Jacqui joined CHSG in September 2023 and leads on the quality of education across the school and also has responsibility for pupil outcomes. She has over 15 years teaching experience in London schools and has been a senior leader for 8 years in roles focusing on curriculum, teaching and learning, and professional development. Jacqui has a BA in History from Cardiff University but made the decision to become an English teacher due to her passion for literature.

## **Martin Sambrook (Deputy Headteacher)**

Martin leads on curriculum and literacy. He has responsibility for staffing, timetabling and quality of the education. He also oversees staff performance. Martin has over twenty-five years of experience teaching and leading in comprehensive schools and has spent the majority of his career at Carshalton High School for Girls. He is a graduate of Southampton University and holds an MA in History in Education from UCL Institute of Education. Martin brings an expert knowledge of curriculum and the demands and opportunities of all-girls education.

## **Fiona Crump (Assistant Headteacher)**

Fiona leads on pastoral care and student wellbeing. She also oversees homework, school values, the Personal Development Programme, and the staff Teaching and Learning Coaches. Fiona graduated with a degree in English from the University of Reading before undertaking her PGCE at the Institute of Education, University of London. She has over twenty-five years of experience teaching and leading in girls' schools across London. Fiona is committed to preparing students for successful and happy lives, academically and personally.

## **Pamela Durrett (Assistant Headteacher)**

Pamela leads on pupil premium, EVC and student experience. She oversees the development of the careers programme and early career teachers. Pamela has over fifteen years of teaching experience, all of which have been with Carshalton High School for Girls; five of these were in a curriculum leadership role and five in the Senior Leadership Team. She holds an MA in Economic and Social History from the University of Glasgow.

**Pip Jones**  
**(Assistant Headteacher)**

Pip leads on the co-curricular and house programmes, rewards and student leadership. She is responsible for ensuring a culture of kindness at Carshalton and further developing the offer of trips and clubs. Pip joins us this year and has experience in both pastoral and curriculum leadership. She holds an MA in Education from St Mary's University, Twickenham. Pip is passionate about ensuring all CHSG students reach their full potential and become the best version of themselves.

**Belinda Norman**  
**(Assistant Headteacher, Director of Sixth Form)**

Belinda leads the Sixth Form. She also has oversight of the quality of education and student leadership in key stage 5, the Scholarship Programme and our CHSG alumni.. Belinda has over thirty years of teaching, predominantly in the borough of Sutton. She is a graduate of Chichester University with a B.Ed. Hons in Physical Education and has an MA in Education from Roehampton University. Belinda has extensive experience within teacher training, training and supporting staff in schools. She is an Advanced Skills Teacher and Specialist Leader in Education. Belinda is passionate about teaching and learning and supporting girls' leadership.

# OUR DEPARTMENT

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The Learning Support Department (SEND) works with students who face challenges in their day to day learning experience because of their additional needs. Students with special education needs and disabilities (SEND) are approximately 13% of our student population at any given time.

We are a large and well-trained team of Learning Support Assistants, an EAL Co-ordinator, SEND Administrator, Deputy SENDCo and SENDCo.

We provide in-lesson support and small group interventions. All of our work is aimed at helping students to become independent learners and is in line with the Code of Practice as issued by the Department for Education.

We work to identify children with special educational needs through regular and thorough assessment, liaising with teaching colleagues and by listening to parents and students. This allows us to then plan an appropriate graduated response so that each child's needs are met fully whilst they attend Carshalton High School for Girls. For some students, we may seek the expertise and advice of specialist, such as Educational Psychologists, with whom we work closely.

We firmly believe that the best progress is made when there are strong, positive relationships between the school and home and this is true of children with special educational needs as well. We work hard to build a partnership with each student and their family by regularly communicating with them, whether at Parent Consultation Evenings or on an individual basis, and involving them in key decisions about their child's education and future.

## **Curriculum**

CHSG seeks to plan, organise and deliver a curriculum on the principle of equal opportunity for all students in the belief that all young people are entitled to a broad and balanced curriculum that is relevant to their individual needs whilst they attend school. The work of the Learning Support Department seeks to complement and support the high quality teaching that students receive in mainstream classrooms, where they will spend the majority of their time.

With this in mind, the majority of students on the SEND register will study a full range of subjects from Year 7 through to Year 13, including the opportunity for vocational qualifications from Year 9 onwards. Where appropriate, the individual needs of a minority of students may require a different approach. At CHSG, this includes the options of a Nurture Group at Key Stage 3 and an Alternative Provision pathway at Key Stage 4, both of which the Learning Support Department are heavily involved with.

## **Facilities and Resources**

The Learning Support Department has its own purpose built space within the school that was constructed in the late Spring of 2023. The department has access to three classrooms, two therapy rooms, office space and a well-being room, all designed and equipped in consultation with the department. These bespoke facilities allow the department and external specialists to work with students in a safe, nurturing environment.

The department works closely with a variety of external specialists, either provided by the local authority or as a bought-in service by the school. This includes but is not limited to, Educational Psychologists, Play Therapists, Drama therapists, Hearing and Visual Impairment teams, Speech and Language therapists and Education Wellbeing practitioners. The school also has its own counsellor who works full time with students at CHSG.

# OUR COMMITMENT TO YOU

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Staff are our most valued asset, and we place a high emphasis on staff well-being and professional development.

## Teaching and Learning

- No requirement to write lesson plans for observations.
- No nonsense differentiation – everyone teaches to the top with some students requiring more support than others.
- CHSG Way documents: Teaching and Learning Handbook, Culture Code, Praxis support consistency and high standards.
- Planning supported by consistent schemes of work and in-house workbooks.
- Easy access to SEN register with clear practical support strategies updated termly.
- Assessment Policy: feedback for one audience, no tick and flick, revised marking scrutiny procedures focus on impact of feedback.
- No graded observations, no need to put on a show: observers want to see a typical lesson.
- All members of SLT teach and take an active interest in developing teaching and learning.
- Combined school diary and planner for ease of planning. Calendar organised in advance to aid planning.

## Meetings and Data

- Meetings and data drops spread across the calendar using the same data for different audiences with a maximum of 3 data drops per year group per year.
- Reduced meetings before external examinations.
- Succinct weekly briefing creates a positive end to the working week.
- School events and meetings held on the same nights to aid with organisation.
- Clear and transparent directed time (adhering to the 1265-time limit) with daily directed time ending at 3.20pm.
- No kudos given for working extra hours just for the sake of it. Staff encouraged to have a life. School closes at 5.30 every night.
- No written subject reports.

## Facilities and IT

- Staff-only IT facilities, away from the classroom to allow for effective use of planning and marking time.
- Reduction in 'all staff' and 'reply to all' email culture with no expectation to respond to emails in the evenings or at weekends.
- CPOMS for ease of reporting and recording welfare and safeguarding concerns.
- Easy access to photocopiers. On site IT support and reprographics assistant.

## Training and Career Development

- Regular dept CPD to support individual needs and incorporate shared planning and shared resource development. Tailored CPD programme for support staff.
- Comprehensive new staff and Early Careers Teacher training, induction and support.
- Optional Teach-meet sessions to develop pedagogy.
- Sharing good practice optimised in meetings.
- CPD and meetings finish by 4.10pm.

- All new staff work with a dedicated Teaching and Learning Coach.
- Performance Development targets tailored to individual development.
- Cross Trust opportunities to develop expertise, including an annual GLT Conference.
- In-house experts on teaching and learning to help and support.
- Opportunities for leadership development and promotion including a Middle Leader induction programme

## **Behaviour**

- High expectations of behaviour and a clear consistent approach to reinforcement.
- Clear and transparent behaviour policy.
- SLT on daily break and lunch duty to ensure no behaviour continues from lunch into lessons.
- Student Support team provide targeted support.
- Each year group has a Pastoral Support Officer, Assistant Head of Year and Head of Year. Deputy Head (Pastoral) works with the HOY to improve standards of behaviour.
- Centralised late procedure and detentions. Class teachers do not staff detentions.

## **Health**

- A clear, consistent, fair staff absentee policy.
- Certified medical and personal illness absence - no need for cover to be set.
- Workplace Options and Occupational Health (available on request.)
- Confidentiality around personal leave.
- Designated non-SLT wellbeing Lead (Helen Holmes).
- Wellbeing dog.
- Wellbeing taskforce (made up of CHSG staff) creates a strategic school plan informed by an annual survey. Taskforce links with GLT Wellbeing taskforce.
- Wellbeing weeks to encourage staff to think about self (no meetings on these weeks).
- Recognition, praise and thanks for going above and beyond including 'Red Letter Days' from students and thank you cards from colleagues.
- Training of Mental Health Champions to support staff and students.
- Late starts after Secondary Transfer Evening and major holidays.
- Catering company in the canteen meet a wide variety of dietary requirements.

## **Social**

- Winter, Spring and Summer staff social events and half-termly coffee evenings.
- Staff association organises formal opportunities to socialise at Christmas and Summer.
- Informal social opportunities within the PE department with Fun Friday and running club.
- Annual whole school community picnic /big conversation.
- Staff room with tea and coffee facilities freely available.
- Birthday, wedding and new baby cards given to staff.

## **General**

- No blame culture. Supportive colleagues with good staff working relationships and an open-door policy to a supportive Middle and Senior Leadership Team.
- Collegiate approach to management, transparent with staff feedback considered.



## THE OPPORTUNITY

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We have a vacancy for a confident, organised and friendly person to join our SEND team, supporting student achievement and progress.

The hours are 32.5 hours per week, 5 days a week. The start time is 8.15am (8.10am on a Monday) but the finish time may vary depending on the requirements of the students and will be agreed with the successful candidate.

### **The successful candidate will:**

- Have a desire to support special educational needs and disability
- Be an organised team player
- A commitment to improving the life chances of all our students and be willing to go the extra distance to do so

### **We offer**

- An aspirational vision of education
- A continuous programme of CPD with the opportunity for national qualifications.
- A welcoming, friendly and supportive environment
- A school that has wellbeing as a high priority for students and staff
- Benefits including a two week October half term holiday, eye care vouchers, cycle to work scheme, free tea/coffee/milk in the staff room and staff events at the end of each term and an Employee Assistance Programme providing free, confidential advice on a variety of matters.

The school is a short walk from Carshalton station. London Victoria is approximately a 30 minute journey by Southern trains, London St Pancras is approximately 45 minutes by Thameslink. The school is also within easy commuting range of South London and Surrey.

# JOB DESCRIPTION

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<b>Job Title</b>	Learning Support Assistant
<b>Reporting To</b>	SENDCo or Deputy SENDCo
<b>Salary Scale</b>	GLT Range 3 FTE £29,145 - £30,429 Pro rata starting salary £22,630
<b>Hours of work</b>	32.5 hours per week, 39 weeks per year (term time plus INSET day)

## **Main Purpose:**

- To work under the guidance of the SENDCo, Deputy SENDCo and teaching/senior staff to support the learning of students with special educational needs and disabilities.
- To assist the teacher in the management of SEND students in the classroom.
- To support behaviour specialist staff with the supervision and support of students in the school's Academic Reintegration Centre.

## **Main Duties**

The main duties of this post are:

### **Support for Students**

- Supervise and provide particular support for students, ensuring their safety and access to learning activities either in the classroom or outside the main teaching area.
- Assist with the development and implementation of individual education and behaviour plans and personal care programmes.
- Establish constructive relationships with students and interact with them according to individual needs.
- Promote the inclusion and acceptance of all students.
- Encourage students to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to students in relation to progress and achievement under the guidance of the teacher.
- Supervise and support students in the school's on-site Academic Reintegration Centre.
- Plan for and deliver interventions sessions for individuals and groups of students on the SEND register.
- Deliver statutory provisions as stated by students' Education and Health Care Plans.

### **Support for Teachers**

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- Use strategies, in liaison with the teacher, to support students to achieve learning goals.
- Assist with the planning of learning activities.
- Monitor students' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on students' achievement, progress, problems.
- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Establish constructive relationships with parents/carers.



- Administer routine tests and invigilate exams, providing support for those students with special consideration.
- Provide administrative support as necessary, especially for SENDCo and Deputy SENDCo.

### **Support for the Curriculum**

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student responses.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use.

### **Support for the School**

- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos, work and aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and performance development as required.
- Assist with the supervision of students out of lessons, including before and after school and at lunchtime when required.
- Accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher

### **Whole School**

- Play a full part in the life of the community, supporting the vision and aims of the school.
- Support the school in meeting its legal requirements for worship.
- Comply with all school and Trust policies.

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 shown, but following consultation with you, may be changed by the Headteacher (or designated person) to reflect or anticipate changes in the job which are commensurate with the salary and job title.

# PERSON SPECIFICATION

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E: essential

D: desirable

<b>Qualifications and Training</b>	
Relevant CPD linked to the role of LSA	D
Pass or equivalent at Maths and English GCSE	E
<b>Experience</b>	
Experience of working with secondary age children	D
Experience of working collaboratively in a team	E
Experience of working with children with SEND	D
<b>Knowledge and Understanding</b>	
An awareness of ways in which the achievement of young people can be supported with the aim improve outcomes	E
Basic understanding of principles of child development and learning processes	D
<b>Skills and Abilities</b>	
Ability to use ICT effectively to support learning	E
Can relate well to children and adults	E
Excellent verbal and written communication skills and the ability to communicate effectively with students, staff and parents	E
Able to remain calm under pressure, prioritise tasks and meet deadlines	E
Able to manage own time and take the initiative	E
<b>Personal Attributes</b>	
A commitment to equal opportunities	E
Adaptable and dependable with excellent attendance and punctuality	E
A commitment to the safeguarding and the promotion of the welfare and development of young people.	E
A willingness to undertake relevant training	E

# APPLICATION PROCESS

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## **Safeguarding**

The Girls' Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants.

As well as verification of identity, we ask all employees to undertake an enhanced DBS disclosure. In line with Keeping Children Safe in Education (KCSIE) guidance, we may also conduct an online search about any shortlisted candidates as part of our due diligence to identify any matters that might relate directly to our legal duty to meet safeguarding duties.

## **Data Protection**

As part of our recruitment process, Girls' Learning Trust collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations. For further information about this and to read our Data Protection and Freedom of Information Policy, please visit: [www.girlslearningtrust.org/our-governance/policies](http://www.girlslearningtrust.org/our-governance/policies)

## **Application Process**

We operate a safer recruitment process.

We welcome applications from all suitably qualified people and aim to employ a culturally diverse workforce, which reflects the nature of our communities.

All applications should be through our official careers page on MyNewTerm:

[Carshalton High School for Girls, Carshalton | Teaching Jobs & Education Jobs | MyNewTerm](#)

## **Closing Date**

Applications must be received by no later than 10am on Monday 20<sup>th</sup> January 2025.

**Early applications are encouraged and we reserve the right to close the vacancy if a suitable candidate is found.**

## **Interviews**

Interviews will take place 27<sup>th</sup> January 2025.

## **Notification & Feedback**

Candidates who have taken part in interviews will be notified as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached. Constructive feedback will be provided for all candidates invited to interview.

## **Additional Information**

If you would like to arrange an informal discussion about this exciting opportunity please email [vacancies@carshaltongirls.org.uk](mailto:vacancies@carshaltongirls.org.uk) to arrange a mutually convenient time.



Girls' Learning Trust  
[www.girlslearningtrust.org](http://www.girlslearningtrust.org)