



WALTHAMSTOW SCHOOL FOR GIRLS

"NEGLECT NOT THE GIFT THAT IS IN THEE"

Candidate Information Pack



Information for applicants for the post of

Learning Support Assistant

and

Scale 3 (£19,265.00 - £19,582.00)

Monday - Friday (32 hours and 30 minutes a day)

Required to start as soon as possible

Contents of Applicant Pack

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- Staff Benefits

Candidates are encouraged to visit the school website for additional information:

www.wsfg.waltham.sch.uk

Additional Information and Key Policies:

Safeguarding: <https://www.wsfg.waltham.sch.uk/attachments/download.asp?file=2921&type=doc>

Keeping Children Safe in Education:

<https://www.wsfg.waltham.sch.uk/attachments/download.asp?file=2756&type=pdf>

Policy statement on Recruiting Ex-Offenders and Safekeeping of Disclosure:

<https://www.wsfg.waltham.sch.uk/attachments/download.asp?file=2527&type=pdf>

Applicants Guide to Prevention of Illegal Working:

<https://www.wsfg.waltham.sch.uk/attachments/download.asp?file=2528&type=pdf>

LBWF Safer Recruitment Guidance

<https://www.wsfg.waltham.sch.uk/attachments/download.asp?file=2730&type=doc>

LBWF Equal Opportunities Policy Statement

<https://www.wsfg.waltham.sch.uk/attachments/download.asp?file=2731&type=doc>



Welcome letter from Helen Marriott, Headteacher

November 2022

Dear Applicant

I am delighted that you are considering applying for the role of **Learning Support Assistant** at Walthamstow School for Girls. I consider it a privilege to lead staff and students in this exceptional school where we are passionate about education being a vehicle for promoting equality for all and where our mission is to empower young women to become leaders of the future. We are a truly comprehensive school, proud of our diversity and committed to social justice. Although we are an Outstanding School (Ofsted, 2018), achieve exceptional outcomes and have consistently been in the top 20% of schools nationally for progress, our focus is on developing exceptional young women, not just on academic achievement. Our designation as a Teaching School Hub in February has given us the opportunity to work collaboratively with leaders and practitioners throughout Haringey, Redbridge and Waltham Forest to improve the life chances of young people in 239 schools across our area. There could not be a more exciting time to join the students and staff at WSfG!

We actively value staff and students: we are committed to their development and the contribution they make to shaping the future direction of the school. The new school SIP, created initially with middle leaders and then with a wider range of stakeholders, demonstrates our commitment to staff and student wellbeing, distributed leadership and creating robust systems, founded on evidence-informed practice. I have included a summary in this pack so that you have a 'flavour' of how our key priorities will be developed over the next few years.

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.

Having read the candidate information, I hope that you feel excited by both the role itself and the chance to be part of WSfG at a pivotal moment in its development. We welcome visits from prospective candidates and would be proud to show you round our wonderful school.

I look forward to hearing from you.

Helen Marriott

Headteacher MA NPQH

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 2022

Walthamstow School for Girls is a high achieving, oversubscribed, diverse and inclusive school which is regularly in the top 20% 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 are consistently among the top-performing non-selective schools in the country and the pupils take great pride in their school. In June 2018 we were awarded an ‘outstanding’ judgement in all categories.

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.

Walthamstow School for Girls is proud to be the lead school of the North East London Teaching School Hub. Working collaboratively across Haringey, Redbridge and Waltham Forest our aim is to ensure that every child has a great teacher who inspires and unlocks their potential. We aim to achieve this by providing exemplary training and development, for leaders and practitioners which meets the needs of all the schools in our area, so that every child has access to the highest quality education and develops a desire for lifelong learning.

“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

Our school is characterised by its sense of community and ‘family’, the commitment of staff to the welfare and progress of students and its inclusive and diverse nature. Our students are a delight: ambitious and hard-working, they embrace the full 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.

One of the school's strengths is the quality of the staff we are able to attract and retain. 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.

Visitors often comment on the beautiful school grounds and are surprised to find them in an East London comprehensive school! We are fortunate to benefit from both a listed building and an architect designed site, surrounded by lawns and trees. We also have a Greek amphitheatre and an allotment where students learn how to grow fruit and vegetables, some of which are then used by our chef.

The school 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 empower young women become leaders of the future: confident and articulate, but also critical thinkers. 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



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.



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.



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.



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.



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.

Our vision: Where are we heading and what are we trying to achieve?

Our vision for WSFG is...

- A school where we value great learning and great teaching because we know that this is the key to unlock our students' potential and inspire them on a journey of lifelong learning
- A school where all staff understand their role as agents of social change so that we focus on improving the life chances of all students, particularly the most vulnerable and disadvantaged
- A school where all of our girls feel safe and nurtured because of our robust support and safeguarding systems, where students understand how to improve their wellbeing, and where there is a culture of empathy and kindness
- A school where every student feels known, valued and listened to; students are empowered to become decision makers and have the confidence to undertake any role or profession, regardless of gender, sexual-orientation, race or ethnicity, knowing that in doing so, they are making the world a better and more equal place
- A school where there is distributed leadership; systems ensure that staff feel listened to and valued and effective communication enhances staff wellbeing
- A school which produces great leaders, both in its students and staff, and where there is a culture of female leaders being '10% braver'
- A school where students have broad horizons: physically, intellectually, culturally and emotionally
- An outstanding school where its evidence-based practice is shared, both nationally and internationally
- A school where the curriculum is broad and balanced, is used as a tool to develop critical thinking, where leaders understand its impact and where students feel the curriculum is both relevant and meets their needs
- A school which is enhanced by its leadership of the Teaching School Hub, seeing it as a mechanism for sharing and learning from the best teacher training and development practice in North East London and across the country.

What is the purpose of the SIP?

- The SIP acts as an ambitious medium and long-term plan for the school
- It creates an accurate baseline from which we can plan so that we have a clear idea of 'where we are' as a school, in terms of our priorities
- We need to ensure that we have a clear evidence base for any actions we take and our SIP actively encourages this process
- The 'impact' section allows us to see the journey we need to make, with clearly-defined, measurable outcomes
- The 'actions' should be what enables us to make that journey and should be carefully reviewed in order to ensure that they will have the desired impact, rather than actions for their own sake
- Since it is impact-driven, the SIP allows us to plan backwards and understand the actions we need to take from our current position.

Who is it for?

- The SIP has been created by a range of stakeholders: staff, governors and senior leaders. In June and July, students and parents will be consulted on these priorities and plans.
- The SIP is for the whole school community but will be used by governors to hold the school to account

How will it be used?

- This is an 'organic' document which will be constantly updated and reviewed by leaders and governors
- In the Autumn term, additional information for the baseline will necessitate changes in actions and intended outcomes
- The SLT will review the SIP actions and measure their impact against the intended outcomes at least every half-term
- Middle leaders will create their own faculty versions of the SIP so that their actions reflect those of the whole school and, in turn, feed into the process, forming part of the cycle of evaluation and review

What are our priorities and why?

- Our SIP priorities were proposed by a working group of middle leaders, led by the Headteacher, in February and March 2021. SLT at the SLT conference interrogated quantitative and qualitative information to ensure that these were the right priorities for the school. Staff and governors at our SIP day in April then explored the priorities further through a more detailed planning exercise and made decisions about which should be our most important priorities.
- There are four priorities so that we can focus on fewer priorities and more impact. These are our key priorities, which are all of equal importance: student wellbeing; staff wellbeing; pedagogy for achievement and progress; leadership and coaching development.

<https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF-Implementation-Recommendations-Poster.pdf>

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
- 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

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

- Freedom to teach in a range of styles



“The school’s values of Growth, Resilience, Energy, Empathy and Newness (GREEN) are lived by staff and pupils in all aspects of the school’s work.” Ofsted 2018.

Applying for a job at Walthamstow School for Girls

What makes a good application?

You need to make sure your application does you justice and provides you with the best possible chance of getting an interview. This means reading the job description and person specification and taking time over your application to demonstrate your skills and experience.

The Application Form

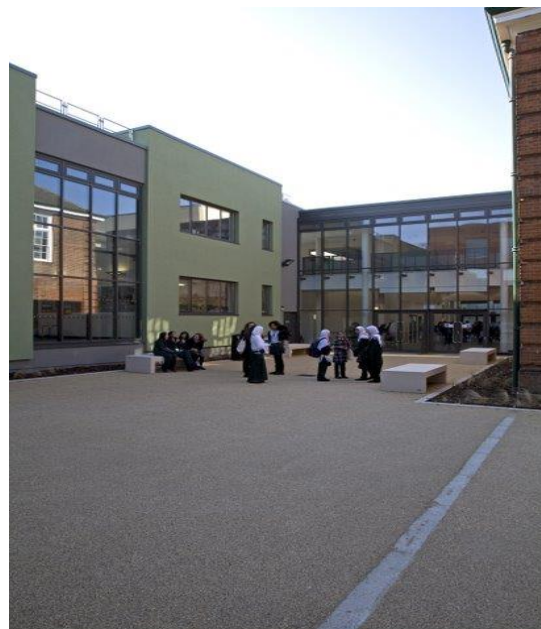
We do not accept CVs for any post in school, any CVs submitted will not be used for short listing purposes. It is essential that you complete all the sections on the application form. The “monitoring information” section will not be used for short-listing; it is used for administrative purposes only. You must provide full details in respect of two referees, one must be your current or last employer. If you are looking to join us from another school one of your referees must be your current Headteacher.

Do you meet the requirements of the Person Specification?

During the short-listing process we look at the information that you have provided and compare this against the person specification for the position that you are applying for. It is important, therefore, that you provide as much information as possible about how you meet the requirements of the post. You need to be able to demonstrate how you match the criteria, giving examples where possible. This will give you the best chance of being invited for an interview.

Supporting Information

The “general experience and information” section is your opportunity to sell yourself and demonstrate your suitability for the post, be concise but informative and highlight your skills and knowledge. Please include all your relevant experience whether gained at work or outside of the work place environment.



Pre-employment checks

If you are successful at interview and are offered a post at Walthamstow School for Girls we will be required to carry out a number of pre-employment checks. All offers of employment are conditional on these checks being satisfactorily completed.

The checks completed are:

Online / Social Media Checks

As recommended in Keeping Children Safe in Education 2022, online searches are carried out on all shortlisted candidates at Walthamstow School for Girls. The searches are carried out to identify any issues or incidents that have happened, and are publicly available online, which the school might want to explore with the candidate at interview. If you are shortlisted you will be asked to complete a form to provide details of your social media platforms and the handles you use on each site.

Identification documents

All staff are required to provide proof of their identity and that they have the right to work in the UK.

Criminal Record Checks (DBS)

All offers of employment are subject to a satisfactory Enhanced Disclosure from the Disclosure and Barring Service DBS (formerly the Criminal Records Bureau CRB). Full information relating to this check and the Rehabilitation of Offenders Act 1974 is included in our New Starter Information Pack, issued with offer letters. Before completing the online DBS application you are advised to read the guidance information received with the email link.

Please note any information provided on your application form in the Disclosure and Criminal Background section will only be viewed by those who need to see it as part of the recruitment process. Any information disclosed will be treated in strictest confidence.

Employment history and references

On your application form it is important that you provide your full employment history including information regarding any gaps in your employment. References will be requested, prior to interview, from the information provided on your application form. We reserve the right to seek further references deemed appropriate and all references are verified on receipt.

We may ask you to help us to chase your referees to make sure that we receive your references as quickly as possible.

If you are currently employed in a school we will request a reference from your current Headteacher.

Qualifications

If your role requires you to hold a professional qualification you will be asked to provide evidence in the form of original certificates. Copies of these will be held on your Personnel file.

NCTL Checks (Teaching staff only)

All teachers are checked against the NCTL central register, this includes a Prohibition check.

Pre-Employment Health Check

All staff will be asked to complete a pre-employment health questionnaire. Any information that is disclosed as part of the health check will only be shared with relevant key members of staff and will be treated in the strictest of confidence.

WALTHAMSTOW SCHOOL FOR GIRLS

“NEGLECT NOT THE GIFT THAT IS IN THEE”

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:	32 hours and 30 minutes per week (with a half hour unpaid lunch break) / 44.86 weeks per year.
Salary:	Scale 3
Disclosure:	Enhanced

Core Purpose	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> To work with children referred 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> To assist the Head of Faculty in meeting the needs of all students

Staffing	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> To contribute to the maintenance of appropriate records as required To track student progress and use information to inform support
Communication and Support	<ul style="list-style-type: none"> To communicate effectively with parents of students as appropriate To follow the agreed policies for communication in school
Management of Resources	<ul style="list-style-type: none"> 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, Faculty and the students
School Ethos	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

	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	/		/	/

September 2021

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.

Staff Benefits

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

Commitment to CPD

The best CPD has a measurable impact on the progress of students. For this reason, we believe in giving our staff dedicated training time, delivered during twilights. We are developing a comprehensive CPD programme, where all staff follow long-term courses, including training as coaches by John Kane, an external provider. Staff then work in triads to coach each other, developing their practice through bespoke feedback training.

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

Cycle 2 work scheme

This benefit offers staff the opportunity to purchase a bike (from a range of providers) making a tax saving, whilst keeping fit at the same time.

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

Staff Wellbeing is one of our school SIP priorities. There is a staff wellbeing development group which examines both strategic and operational approaches to improving the wellbeing of all groups of staff in our school.

At Walthamstow School for Girls there are also a number of staff organised activities including a running club, Keep Fit and BoxFit exercise sessions and staff football matches.

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

Non-meeting weeks

There are designated Home and Family non-meeting weeks throughout the year to support with reduced workload and staff wellbeing.

Staff Car Park

There is parking available on site for all staff.

"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."



For further information about our school please visit our website: www.wsfg.waltham.sch.uk