



Chelmsford County High School for Girls A Grammar School with Academy Status



Appointment of Teaching Support Officer

Actual Salary: £14,909 (Band 3 to midpoint 17-21)

Required: 1st September 2016





Contents

Letter from Nicole Chapman, Headteacher

Background regarding the School

The Senior Leadership Team (SLT)

Role Description

Person Specification

Application Process

About Chelmsford

Advert



July 2016

Dear Prospective Applicant

Appointment of: Teaching Support Officer

Thank you for requesting information about the post. Should you decide to apply and be successful you will be joining a school which, from your first visit, will strike you as vibrant, bursting with energy and enthusiasm, and above all a very happy school that celebrated its Centenary Year in 2007. You will also find it useful to visit the school website www.cchs.co.uk.

We are rated as an “outstanding” school, a badge we are proud to hold and which applies to all areas of the School’s activities.

Chelmsford County High School for Girls was the first of the highest performing girls’ schools to convert to Academy status in January 2011. The status affords us a range of opportunities which we pursue fully, not only academically but also in the running of the School as a limited company. The School expanded to 5 forms of entry in 2015 in response to increasing demand for grammar school places in the area.

Our school is led by a strong team of senior staff and governors who are constantly striving for excellence, seizing all opportunities for the benefit of our students and our staff.

We are seeking to appoint a person with the skills, knowledge and experience to complement the team. Above all, we are looking for a committed individual with a genuine interest in providing the highest quality in every aspect of the role. Our students deserve the very best we can provide. We believe in the importance of a collaborative approach and a commitment to the team. The successful applicant will benefit from a wide range of experience at our school and above all enjoy working with us.

Thank you for your interest. If you feel that Chelmsford County High School for Girls can provide the challenges and opportunities you are looking for then we would be delighted to hear from you.

Yours faithfully

Nicole Chapman
Headteacher



Background regarding the School

STUDENTS

Chelmsford County High School is a great place to work – our students are motivated, pleasant, courteous, well behaved and enormous fun! They like school, and enjoy learning, achievement is high, and almost all the students go on to Higher Education at the most competitive universities, including Oxford and Cambridge.

THE SCHOOL

Chelmsford County High School was founded in 1906 as one of the first girls' secondary schools in Essex. In an area where most other schools are all-ability comprehensives, it is a selective grammar school with academy status.

From September 2015 we expanded our intake for Year 7 and Year 12 admitting 150 students per year groups; Years 8-11 and Year 13 remain with 120 students. Nearly all students in Year 11 return for the Sixth Form, and some 30-40 students join Year 12 from other schools. Entry at Year 7 is competitive, with the top 150 students over 800 who sit the entrance test being admitted. The school has a large number of "feeder" primary schools, around 70 in any one year group! Entry into the Sixth Form is determined by a strong performance at GCSE which suggests good potential in the subjects chosen for IB or A Level. At present there are 867 students on roll with 237 in the Sixth Form.

This is not a complacent school. We are keen to review our practice, and ensure that classroom methodology is appropriate to the needs of our students. All staff have the opportunity to contribute to whole school planning for improvement through their subject and year teams as well as focus groups, each led by a member of the Senior Leadership Team.

Since 2009 we have been offering the IB Diploma programme as an alternative to A Levels. It is a prestigious and academically challenging programme, which is particularly well suited to highly able students, who deserve the opportunity to access an international qualification that will enable them to compete with the best of the best at a global level. The IBO website is certainly worth visiting, in addition to our own website. However, in view of the under-funding of the IB by Government, the diploma will be phased out in 2017.

This is a very busy school which places a strong emphasis on enrichment activities. There is a fine tradition of musical performance, and most students play at least one instrument. There are many orchestras, choirs and ensembles. Drama is also an important enrichment activity, with clubs, and major school productions involving many students. Our sports teams are very successful, as are our individual sportswomen. Our students are lively and talented, as well as being academically able, and we try to provide plenty of opportunities for them. They also run a wide range of clubs or societies such as the Law society and Medical society where they invite speakers or present papers themselves. House activities include some distinctly less serious events, which nonetheless challenge student ingenuity and team-working skills to the full.



In terms of resources and buildings, we have a fine mixture of "traditional", provided by the original main building, and a variety of buildings dating back to different decades of the 20th century together with some excellent modern facilities, such as the Music and Languages Centres, good computer provision, including Interactive whiteboards in every classroom. We have some dedicated Sixth Form facilities and a dance/drama studio, an all weather artificial pitch. A hard working fundraising committee of parents and governors has raised funds for much of the most recent buildings and we have long term plans for the development of our site.

Governors are highly committed individuals who are generous with their time and expertise they give the School. Parents are very supportive individually or through the Parent's Association, and have, obviously, very high expectations of the School. We have a strong school community which is friendly and welcoming. We trust our students to behave well, and the atmosphere in the School reflects our high expectations of them in this respect.

STAFF

- ❖ The School has a teaching establishment of 70 teachers full-time and part-time staff.
- ❖ There is a non-teaching establishment of 34 Support Staff most of whom are part time, who support teaching and learning in various capacities.
- ❖ The school operates a no-smoking policy.



The Senior Leadership Team (SLT)

The current structure consists of:

❖ **Headteacher: Mrs Nicole Chapman**

❖ **Deputy Head**

Curriculum Planning and Staff Development - Mr Stephen Lawlor who has responsibility for developing the curriculum, exams and the international dimension, staffing, and line manages a selection of curriculum areas.

❖ **Assistant Headteacher**

Head of Sixth Form - new appointment from September 2016 who is Head of Sixth Form and line manages the Deputy Head of Sixth Form and Assistant Head of Sixth Form and a selection of curriculum areas.

❖ **Assistant Headteacher**

Teaching & Learning Assessment & Timetable - new appointment from September 2016 - who has responsibility for the quality of Teaching & Learning at KS3 and 4, assessment and timetable and line manages a selection of curriculum areas.

❖ **Assistant Headteacher**

Pastoral - Mrs Maria French - who has responsibility for student care and guidance at KS3 and 4, SENCO and child protection and line manages a selection curriculum areas.

❖ **Business Manager and Bursar**

Mrs Susan Hoefling who has responsibility for administration, premises, personnel, payroll, marketing, finance and line manages support staff.



ROLE DESCRIPTION

Status:	Permanent, Part-time (37 Hours), Term Time Only
Line Manager:	Assistant Head – Teaching & Learning
Responsible For:	N/A
Salary Band:	Band 3 to Midpoint (17-21)

PURPOSE OF JOB

- To provide administrative support to specified curriculum areas.
- To provide administrative support to specified function areas.
- To undertake a number of cover lessons (up to 15 per week).
- To provide general administrative support to the Admissions & Appeals Officer.

DUTIES AND RESPONSIBILITIES

The post holder will be expected to:

Teaching Support

(Faculties and departments may change from time to time as directed by the Headteacher)

- Provide administrative support to the Maths, English, and Creative Faculties.
- Liaise with Subject Leaders of Maths, English, Psychology, Drama, Art, Music, PE, Technology and PSHE Departments.
- Support Subject Leaders with the purchase and organisation of resources.
- Support Subject Leaders with the production and maintenance of departmental displays in classrooms and around the school as required.
- Support Subject Leaders with trip and activity organisation.

Music Peripatetic Support

- Provide administrative support to the Director of Music.
- Prepare documentation for the peripatetic team.

Cover

- Undertake a number of cover lessons each week, as co-ordinated by the Education Support Officer.
- Supervise whole classes during the short-term absence of teachers.
- Start the lesson, give instructions as provided by the teacher and distribute resources as required.
- Act as a role model and set high expectations of conduct and behaviour.
- Keep students on task and respond to general queries.



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- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
 - Promote the inclusion of all students in the classroom.
 - Conclude the lesson, collect resources and student work where necessary and dismiss students.
 - Provide feedback to the teacher on relevant issues.

General Duties

- Assist with the development of school administrative systems.
- Actively participate in the annual performance management process.
- Participate in team meetings, line management meetings and staff meetings.
- Participate in staff training and development sessions.
- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Whilst every effort has been made to set down the main duties and responsibilities of the post, each individual task to be undertaken may not be identified. This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

The post-holder will be expected to work flexibly and carry out all duties in compliance with the School's policies.



PERSON SPECIFICATION

The post -holder will need to possess the following:

Qualifications & Knowledge	<ul style="list-style-type: none"> • Good working knowledge of Microsoft Office software, including Word, Excel and Outlook. • Sound working knowledge of maintaining and developing electronic and manual records and data.
Experience	<ul style="list-style-type: none"> • Successful administrative experience preferably in an educational environment. • Classroom experience e.g. teaching assistant (desirable but not essential).
Skills & Abilities	<ul style="list-style-type: none"> • The ability to maintain confidentiality. • Excellent communication and interpersonal skills. • The ability to assimilate information quickly and respond appropriately. • The ability to relate to and have a genuine interest in the development of young people. • Effective time management skills and the ability to balance competing priorities and achieve deadlines.
Commitment	<ul style="list-style-type: none"> • Commitment to professional development and training. • An interest in educational matters and a desire to learn more. • Commitment to the development of systems and procedures for the benefit of the school.
Personal	<ul style="list-style-type: none"> • Ability to work both independently and as part of a team, working co-operatively and sensitively with others. • Positive, proactive, professional and enthusiastic in attitude. • Flexible and be able to adapt to changes in working methods and approaches. • Ability to exercise judgement and know when to seek advice. • Ability to work on own initiative and deliver a high level of service without requiring precise direction at every stage. • Ability to display a calm, tactful and responsible attitude.
Working with children	<ul style="list-style-type: none"> • Understand and implement the school's behaviour management policy • Understand and support the differences in children and adults and respond appropriately • Understand the learning experience provided by the school in relation to the role • Show understanding of the way in which children develop in relation to the role • Basic understanding of Health & Safety • Understand and implement child protection procedures



Application Process

To apply for this role, please submit a completed application form supported by a letter addressed to Mrs Nicole Chapman, Headteacher, outlining what you would bring to the post and addressing the Person Specification and the Role Description.

Please give the names, positions, organisations and telephone contact numbers of at least two referees, one of whom must be your current or most recent headteacher, if you work in a school. Referees will be contacted prior to interview, unless you specifically state otherwise.

Please also complete and return the Equal Opportunities Monitoring Form, which is included with the Application Form. This will help us to follow the recommendations of the Equal Opportunities Commission, the Commission for Racial Equality and the Disability Rights Commission that employers should monitor selection decisions to assess whether equality of opportunity is being achieved. The information on this form will be treated as confidential and used for statistical purposes only. This form will not be treated as part of your application, and will not be seen by anyone involved in the selection process.

Finally, please ensure that you have included work, mobile and home telephone contact numbers and an e-mail address if applicable. Please also indicate any dates when you will not be available or might have difficulty with the recruitment timetable below.

Applications should be sent to Mrs Hazel Bates, address to: Mrs Chapman by email: hbates@cchs.essex.sch.uk



About Chelmsford

From villages in the heart of the Essex countryside to a bustling town centre offering first class shopping and cricket, the Chelmsford area really does have great deal to offer!

Explore the heritage by visiting Chelmsford's 15th Century Cathedral and our two museums in Oaklands Park. Treat the children to a day out at Marsh Farm Country Park and Tropical Wings Butterfly and Bird Gardens in South Woodham Ferrers, simply relax and unwind on the Chelmer and Blackwater Navigation, or dine in one of our many fine restaurants.

From a bustling town centre with excellent shopping and eating facilities to tranquil villages and unspoilt countryside, Chelmsford has the perfect combination of city and country, with a whole host of places to visit for young and old alike.

THE CITY TODAY

Chelmsford was award City status in March 2012 as part of the Queen's Diamond Jubilee and in 2005 it was granted Fairtrade Town status. It has good links with East Anglia and London and is convenient for Stansted Airport, the sea ports of Harwich and Felixstowe and the capital itself.

Situated just 30 miles north east of London, Chelmsford is the perfect base. With excellent road, rail and air communications Chelmsford is well connected to the rest of the UK and Europe. The A12 road runs to the east of the town, meeting the M25 London Orbital near Brentwood. London's Liverpool Street rail station is just 35 minutes away. Despite redevelopment in the past 30 years, Chelmsford retains many glimpses of its past including the old buildings around the cathedral. Established Farmers' Markets and Continental Markets in the High Street bring something a little different to the town.

HISTORY

The name Chelmsford is Saxon in origin. The town is also mentioned in the Census of 1086 as two settlements beside the River Can - later joined by a bridge. In 1199 King John granted the right to hold a weekly market and by 1250 Chelmsford was a county town. The Blackwater and Chelmer Canal opened in 1797, linking the town to the coast, and the railway came in 1845.

BUSINESS

Chelmsford is the birthplace of radio broadcasting and the town continues its association with GEC Marconi and has attracted major names in the business world. Anglia Ruskin University offers a broad range of educational opportunities.



Advert

TEACHING SUPPORT OFFICER

Term Time - 37 hours/week

Required September 2016

Actual Salary Range: £14,909 (Band 3 to midpoint [17-21])

starting salary dependent on skills and experience

We are looking to appoint an able individual to act as the Teaching Support Officer. S/he will be providing administrative support to a number of curriculum areas and ad hoc support to the Admissions & Appeals Officer when required. The post-holder will also act as a cover supervisor for a proportion of their contract.

The role requires someone who is positive, pro-active, professional and enthusiastic in attitude. S/he will have the ability to remain calm under pressure, maintain confidentiality, and prioritise a busy and varied workload. Experience of working in a school / classroom environment (e.g. as teaching assistant / administrative support) is preferable but not essential. An interest in working with young people is essential. The successful candidate will be a proficient user of MS Office software such as Outlook, Word, Excel, and Powerpoint.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share in this commitment. The post is subject to an enhanced DBS (previously DBS) Clearance.

For an Application Form please download from the School website (www.cchs.co.uk) and return to: Mrs Hazel Bates - Email: hbates@cchs.essex.sch.uk Tel: 01245 245729

Closing Date for applications: Friday 15th July 2016

Interview Date: TBC

