



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



Appointment

SENDCo Support Assistant

**20 hours per week, term time only plus 1 week
8:30am-12:30pm, Monday-Friday**

Salary: Scale 6, Point 12, £10,487 actual per annum
(fixed term contract based on the needs of the school and subject to annual review)

Start Date: March 2022

Closing Date: 4pm, Friday 4th February 2022

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January 2022

Dear Prospective Applicant

Appointment of: SENDCo Support Assistant

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 has been a single academy trust since 2011. This status offers us a range of opportunities to pursue academic goals whilst running the school as a limited company. The School expanded to 6 forms of entry in September 2020 in response to increasing demand for grammar school places in the area and over 1,300 girls sit our entrance test each year. Expansion will be completed by 2024 and we expect our Sixth Form to grow as a result.

The School was awarded a substantial Government grant in 2018 which was conditional on the School developing its existing strategies of working with local primary schools to encourage and support girls from disadvantaged backgrounds sitting our entrance test and securing a place. To that effect we have amended our Admissions Policy and committed to reserving up to 30 places for girls in receipt of Pupil Premium and Free School meals whose results fall within the top two bands.

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 of teachers and leaders. 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

Stephen Lawlor
Headteacher



STUDENTS

Chelmsford County High School is a great place to work with a caring ethos – 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.

In September 2020, we expanded our intake for Year 7 admitting 180 students per year alongside the 150 students in Year 12. Most of our 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 highly competitive: in accordance with our Admissions Policy we offer places to the 180 girls who meet our criteria, out of the 1,300 or more who sit the entrance test. The School has a large number of "feeder" primary schools, around 80 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 A Level. At present, there are 1115 students on roll with 303 in the Sixth Form. Our students follow a broad curriculum with equal value attached to each subject area. We are working towards an Artsmark Gold Award, which celebrates the emphasis we put on creativity across the curriculum.

This is not a complacent school. We regularly 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 or Middle Leadership Team.





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. As a girls' school we challenge gender stereotypes and place great importance in presenting our students with a wide range of opportunities beyond the taught curriculum, this includes involvement in many STEM activities and competitions.

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 last century together with some excellent modern facilities, such as the Music and Languages Centres. There is good computer provision, including interactive whiteboards in every classroom. We have dedicated Sixth Form facilities, a drama studio, an all-weather artificial pitch and a lecture room where we run a programme of academic lectures. In September 2021 we opened a new Sports Hall with dance studio and fitness suite, and a new teaching block containing additional science laboratories and classrooms.

Governors are highly committed individuals who are generous with their time and the expertise they bring to the School. Parents are very supportive individually or through the Parents' 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 currently has a **teaching establishment** of 46 full-time and 27 part-time staff.
- ❖ There is a **non-teaching establishment** of 47 Support Staff most of whom are part-time, who support teaching and learning in various capacities.
- ❖ **New Staff Induction Programme** - new colleagues benefit from a comprehensive programme of support and guidance from their Department, Faculty and Pastoral teams.
- ❖ **Professional qualifications** - we offer teaching staff the opportunity to develop their knowledge and understanding of education by offering a contribution to the cost of a Master's degree or an NPQ course.
- ❖ **Continuing Professional Development** - we have well-established Professional Development Groups and School Development Groups, which provide staff with focused and personalised development programmes.
- ❖ **Leadership development** - we have devised and run the 'CCHS Leadership Programme' to enable colleagues to secure leadership experience, as well as develop their existing practice, to facilitate career progression.
- ❖ **Wellbeing** - we have a staff wellbeing group as part of a whole-school commitment to ensuring that all staff thrive in their professional roles.



The Senior Leadership Team

- ❖ **Headteacher** **Mr Stephen Lawlor**

- ❖ **Deputy Headteacher** **Mrs Emma Ledwidge, Curriculum**

- ❖ **Assistant Headteacher** **Miss Fiona Harrison, Pastoral**

- ❖ **Assistant Headteacher** **Dr Michael Palmer, Head of Sixth Form**

- ❖ **Assistant Headteacher** **Mrs Jo Cross, Teaching & Learning and Staff Development**

- ❖ **Business Manager** **Mrs Melissa Mulgrew**



Job Description

Position: SENDCo Support Assistant
Contract: 20 hours per week, term time only plus 1 week
Line Manager: SENCo – Mrs Katharine Adams

PURPOSE OF JOB

Chelmsford County High School for Girls is looking for a SENDCo Support Assistant to develop the schools provision for students with special educational needs, disabilities and learning difficulties as our school expands.

DUTIES AND RESPONSIBILITIES

Working with the school SENCo and wider pastoral team, the post holder will be expected to:

- Develop support structures for all SEN students, including some teaching and learning interventions and mentoring
- Provide administrative support for regular One Plan meetings and exam access arrangements including the preparation of internal documentation
- Provide a regular presence in our student quiet room/Sixth Form study area
- Utilise SEN experience and have a good understanding of the impact of special educational needs such as Autism, Dyslexia and ADHD on students' ability to access the curriculum
- Demonstrate a warm, empathic approach and 'can do' attitude with the ability to work alongside SEN students and understand their needs
- Work with the SENCO and school's exams office to understand the evidence requirements for JCQ exam access arrangements
- Competently use the schools IT systems
- Liaise with parents and build relationships
- Prepare documentation with a good standard of written English
- Use the school's MIS system – SIMS (desirable)
- Utilise Edukey (desirable)

GENERAL DUTIES

- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- To comply with individual responsibilities, in accordance with the role, for health and safety in the workplace
- 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



Job Description

- 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.

This role is subject to the SEN of the school and will be reviewed annually.

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



Person Specification

	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	<ul style="list-style-type: none"> • Experience of general clerical work • Experience of or aptitude for working with SEN students
	Knowledge of relevant policies and procedures	<ul style="list-style-type: none"> • General understanding of the operation of a school • Understanding of exam access arrangements and associated JCQ requirements
	Literacy	<ul style="list-style-type: none"> • Good reading and writing skills, able to write with fluency and grammatical accuracy.
	Numeracy	<ul style="list-style-type: none"> • Good level of numeracy and confidence in basic calculations. • Ability to interpret and present data in a professional and appropriate format
	Technology	<ul style="list-style-type: none"> • Ability to use Microsoft packages including Word, Excel, PowerPoint, Publisher and Outlook • Knowledge of SIMS and Edukey (desirable)
Communication	Written	<ul style="list-style-type: none"> • Ability to complete forms and write professional letters and communications
	Verbal	<ul style="list-style-type: none"> • Ability to exchange verbal information clearly with students and adults
	Languages	<ul style="list-style-type: none"> • Responds positively to any communication barriers which may arise with students or adults.
	Negotiating	<ul style="list-style-type: none"> • Consults with colleagues. • Able to display a calm, tactful and responsible attitude at all times
Working with children	Behaviour Management	<ul style="list-style-type: none"> • Understand and supports the implementation of the School's behaviour management policy
	SEN	<ul style="list-style-type: none"> • A warm empathetic approach and 'can do' attitude with the ability to work alongside SEN students and understand their needs • SEN experience and an understanding of Autism, Dyslexia and ADHD in students including the impact this may have on their ability to access the curriculum
	Curriculum	<ul style="list-style-type: none"> • Sound understanding of the learning experience provided by the school



Person Specification

	Child Development	<ul style="list-style-type: none"> Basic understanding of the way in which young people develop and of the challenges they face.
	Health & Well being	<ul style="list-style-type: none"> Understand the importance of physical and emotional wellbeing in staff and students.
Working with others	Working with partners	<ul style="list-style-type: none"> Understands the role of others (both teachers and support staff) working in the school.
	Relationships	<ul style="list-style-type: none"> To establish rapport and respectful and trusting relationships with students, their families and carers and other adults
	Teamwork	<ul style="list-style-type: none"> To work effectively with other adults in the school Ability to work on own initiative.
	Information	<ul style="list-style-type: none"> To provide timely and accurate information to senior staff and where appropriate to students.
Responsibilities	Organisational skills	<ul style="list-style-type: none"> Good organisational skills To work on own initiative and deliver a high level of service without requiring precise direction at every stage. To work accurately with attention to detail.
	Time Management	<ul style="list-style-type: none"> To manage own time effectively To balance competing priorities and meet deadlines
	Creativity	<ul style="list-style-type: none"> To follow instructions and to adapt general direction to the specific requirements of a task and to suggest developments and improvements to procedures and products.
General	Equalities	<ul style="list-style-type: none"> Demonstrates a commitment to equality
	Health & Safety	<ul style="list-style-type: none"> Understanding of Health & Safety policies and procedures.
	Child Protection	<ul style="list-style-type: none"> Understands and implement child protection procedures
	Confidentiality/Data Protection	<ul style="list-style-type: none"> Understand procedures and legislation relating to confidentiality and contributes to ensuring that these are followed at all times.
	CPD	<ul style="list-style-type: none"> Be prepared to develop and learn in the role



Application Process

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

Please give the names, positions, organisations and telephone contact numbers of two referees, one of whom must be your current or most recent headteacher. 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. Please also indicate any dates when you will not be available for interview.

Applications should be sent to Miss Helen McGrath, **for the attention of Mr Lawlor by email: hmcgrath@cchs.essex.sch.uk**



About Chelmsford

Situated just 30 miles northeast of London, Chelmsford is the perfect base, with excellent road, rail and air communications. The A12 runs to the east of the town, meeting the M25 near Brentwood, with London's Liverpool Street railway station, and Stansted Airport 30 minutes away, respectively. From a bustling town centre with excellent shopping and eating facilities, to tranquil villages, unspoilt countryside and coast, Chelmsford is the perfect combination of city and country.

Chelmsford took the top spot in the 2018 Sunday Times Best Places to Live guide. In the guide, which ranks towns on factors including jobs, broadband speed, culture, community spirit and local shops, Chelmsford ranked Best Place to live in the East as it is also home to several excellent state schools, and the Anglia Ruskin University.

Despite redevelopment in the past 30 years, Chelmsford retains many glimpses of its past. It was awarded City status in 2012. Mentioned in the Census of 1086 as two settlements beside the River Can, later joined by a bridge, it became the County town in 1250. The Blackwater and Chelmer Navigation Canal opened in 1797, linking the town to the coast, and the railway came in 1843. Chelmsford is the renowned birthplace of radio; Marconi began broadcasting in 1895, and the city has attracted major names in the business world ever since.

The town centre benefitted from some investment recently with John Lewis, and many more high-class shops located in the new Bond Street.





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Start Date: March 2022

The Governing Body is looking to appoint a SENCo Support Assistant to, in partnership with the SENCo, develop the school's provision for students with special educational needs, disabilities and learning difficulties as the school expands.

Working with school staff, the role will involve:

- Developing support structures for all SEN students including some teaching and learning interventions and mentoring.
- Providing administrative support for regular meetings and exam access arrangements.
- Provide a regular presence in student study areas.

We are keen to receive applications from individuals with a warm, empathic approach and 'can do' attitude with the ability to work alongside SEN students and understand their needs.

For an application pack and further information on the school, please visit the School website www.cchs.co.uk and return completed applications to Miss Helen McGrath: hmcgrath@cchs.essex.sch.uk

Closing date for applications: 4pm, Friday 4th February 2022

Interview date: Week commencing Monday 7th February 2022

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 Clearance. We reserve the right to withdraw the above vacancy, prior to the advertised closing date.