



HOWELL'S PREP SCHOOL

Llandaff

GDST  
GIRLS' DAY SCHOOL TRUST

## HOWELL'S SCHOOL, LLANDAFF PREP SCHOOL

### TEACHING ASSISTANT (Part Time – 3 days per week)

Howell's School, Llandaff, is one of the oldest girls' school in Wales, having opened in August 1860. Since then, it has steadily expanded, both in terms of student numbers and physical size, though it is still located on its original large site and has the benefit of extensive grounds. The school now caters for girls from the age of 3 to 16 and girls and boys 16-18. Since 1980 it has been a member of the Girls' Day School Trust, the largest organisation of independent schools in the UK. Its 26 member schools all have a reputation for consistently high academic standards, superb pastoral support and enviable extra-curricular programmes. In 2005, Howell's opened its doors to boys with the establishment of the co-educational College for A Level students. The facilities inside the Victorian building and its more modern extensions are first-class and the opportunities for extracurricular activities, teamwork and confidence-building numerous. Academically, the school provides great added value, with results at both GCSE and A Level regularly greatly exceeding expectations.

In order to apply, we require all of the following documents:

- Letter of application
- Full Curriculum Vitae
- Completed application form
- E-mail all three documents in word format to: [recruit@how.gdst.net](mailto:recruit@how.gdst.net)
- E-mail communication is preferred. If this is difficult, please post documentation to:  
Mrs Sally Davis  
Principal  
Howell's School, Llandaff GDST  
Cardiff Road  
Cardiff CF5 2YD  
Telephone: 029 2056 2019

Applications will be acknowledged and then evaluated against the selection criteria. The appointment will be made subject to an enhanced DBS disclosure and a satisfactory medical declaration.

## HOWELL'S SCHOOL, LLANDAFF

### About your Application

Candidates should complete and return the Application Form and letters of application, addressed to Sally Davis, Principal, to reach the School by midday on Friday 13<sup>th</sup> September 2019. **Please extract the completed forms from the information pack and email them separately.**

All sections must be completed, including the names and addresses of two referees, one of whom should be your current employer (if applicable) and a full education and employment history. **It is School and GDST policy that we write for employment references during the selection procedure.**

All applicants will be asked the reason for leaving previous roles if this is not explained on the application form. Applicants will be asked to confirm that they have not been disqualified from working with children. Any gaps in employment will be explored at interview.

Please submit your application by email, but if this is not possible, please submit on single-sided sheets of A4 paper held together with a single paper clip (no staples) since multiple copies will be made. **Please note that we do not accept curriculum vitae instead of an application form.**

We would be grateful if you could complete the monitoring form and return this along with your application. Please email your completed application to [recruit@how.gdst.net](mailto:recruit@how.gdst.net) or address your envelope **for the attention of Sally Davis, Principal.**

All applicants who are offered employment will be subject to an enhanced DBS check from the Disclosure and Barring Service before the appointment is confirmed. This will include details of cautions, reprimands or final warnings, as well as convictions. The cost of application will be met by the school. Applicants are asked to complete and return GDST Form S2, *Disclosure of Criminal Background of those with Access to Children* at the time of application.

All posts in the school are offered subject to the receipt by the School of satisfactory references, verification of qualifications cited by candidate and proof of a right to work. As these checks can take some time to complete, candidates are advised to disclose any possible impediment to appointment at the time of interview, as failure to do so could result in an appointment not being confirmed, or being rescinded. All appointments in the School are offered subject to the completion of a satisfactory probation period.

The School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Thank you for your interest, and we look forward to receiving your application.

### Offer of the Post

The offer of a post will be made subject to satisfactory written references, health declaration and enhanced DBS check.

Further information about Howell's School, Llandaff can be found on the school website: [www.howells-cardiff.gdst.net](http://www.howells-cardiff.gdst.net)

### **GRADE 3 Teaching Assistant (Part Time)**

We are seeking to appoint a Teaching Assistant to work in our Prep School.

The Prep School is set in its own grounds on the same extensive site as the Senior School. The girls in the Nursery occupy the ground floor of Cumberland Lodge, and Hazelwood is the house for the girls in Years 4, 5 and 6. The younger girls are in Ty Hapus, the new 'S' shaped building next door. Specialist teaching rooms include a Library, Music, ICT and Art/DT room. There is an interactive whiteboard in each of the 14 classrooms and every room is well resourced with lively and colourful displays. The girls take full advantage of the facilities in the Senior School also, the indoor swimming pool, the Sports Hall, the music instrumental teaching rooms, the dyslexia satellite, the sports field and the Great Hall.

Each class is taught by a well-qualified and experienced teacher, including in the Nursery and there are qualified Teaching Assistants in our Nursery, Reception, Year 1 and 2 classes.

Howell's Prep School is a caring, family community. The girls are happy and motivated, have a real love of learning and are well supported by their parents. The committed staff work closely and positively as a team to ensure that our warm, friendly environment is maintained and that all girls have an enriched and holistic experience.

The successful applicant will be required to produce proof of relevant qualifications for salary assessment purposes, and salary will be agreed depending upon skills and experience.

Completed application forms should reach Mrs. Sally Davis, by midday on Monday 16<sup>th</sup> September 2019. Interviews will take place soon after. The successful applicant will be required to produce proof of relevant qualifications for salary assessment purpose, and will also be required to produce proof of Asylum and Immigration status at interview.

## Girls' Day School Trust: Job Description

<b>Role</b>	<b>TEACHING ASSISTANT</b>
<b>Job Purpose</b>	<b>To play a complementary and supporting role to the teacher in encouraging pupils in their learning and the acquisition of skills</b>
<b>Accountable to:</b>	1. Head of Prep School/ Deputy Head/Head of Nursery in their role as teaching and pupil support
<b>Accountabilities</b>	<p><b>1. Teaching and learning</b></p> <p>a) Ensure all pupils are appropriately supported in their learning be it academic, practical, behavioural or social, by adopting intervention strategies as directed by the teacher.</p> <p>b) Encourage and support the learning of individual pupils or small groups by complementing teaching and learning strategies deployed by the teacher.</p> <p>c) Prepare appropriate resources for lessons as directed by the teacher.</p> <p>d) Accompany teachers and pupils on educational visits and engage in the learning process for the benefit of the pupils</p> <p>e) Liaise with the teacher in order to ensure the effective delivery of the curriculum for all pupils and to help raise standards of achievement.</p> <p>f) Contribute to discussions with the teacher on the development of work and support programmes for pupils, in order to further support learning or behaviour.</p> <p>g) Assist in the efficient management and/or completion of individual pupil records through observation, recording and filing.</p> <p><b>2. Pastoral care</b></p> <p>a) Liaise with the class teacher on the implementation of appropriate strategies to ensure that all pupils are supported pastorally.</p> <p>b) Ensure that all pupils are adequately supported in the acquisition of personal skills through either direct or indirect intervention strategies as directed by the teacher.</p> <p>c) Under the direction of the teacher, promote and model positive behaviour in all teaching areas.</p> <p>d) Uphold the Code of Conduct/Behaviour Policy through effective delivery of its aims.</p>

- e) Provide pastoral/welfare support for all pupils in order to encourage their social and emotional stability and development.
- f) Assist with the supervision of pupils in the playground and at lunchtimes to further support pupils in their learning.
- g) Administer first aid if qualified to do so.

### **3. Management of Resources**

- a) Ensure that classroom resources are maintained effectively and available as required.
- b) Assist in the preparation and creation of attractive and interactive learning displays.
- c) Prepare work and activities in advance of the lesson (within employed hours), in order to ensure that the learning resources required are effective and accessible in order to achieve the learning outcomes.

### **4. Communications**

- a) Where appropriate, develop a relationship to foster links between home and school, and to keep the school fully informed of relevant information.
- b) Be aware of confidential issues linked to home /pupil /teacher /school.
- c) Work collaboratively with colleagues to meet the needs effectively of all pupils.
- d) Communicate concerns and observations to the relevant person regarding health & safety issues and child protection issues to maintain the school's duty of care.
- e) Liaise with parents regarding the effective sharing of information regarding the collection of pupils.

### **5. Training & development of self and others**

- a) Where appropriate, to assist in the induction, development and support of other TAs in their role.
- b) Participate in training activities and sessions offered by the school and other external agencies in order to further relevant knowledge and skills.

<p><b>General requirements</b></p>	<p>All school staff are expected to:</p> <ul style="list-style-type: none"> <li>a. Work towards and support the school vision and the current school objectives outlined in the School Development Plan.</li> <li>b. Contribute to the school’s programme of extra-curricular activities.</li> <li>c. Support and contribute to the school’s responsibility for safeguarding students.</li> <li>d. Work within the school’s health and safety policy to ensure a safe working environment for staff, students and visitors</li> <li>e. Work within the GDST’s Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective.</li> <li>f. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.</li> <li>g. Engage actively in the performance review process, and training and development opportunities available.</li> <li>h. Adhere to policies as set out in the GDST Council Regulations, ORACLE and GDST circulars.</li> <li>i. Undertake other reasonable duties related to the job purpose required from time to time.</li> </ul>
<p><b>Review and Amendment</b></p>	<p>This job description should be seen as enabling rather than restrictive and will be subject to regular review.</p>

**PERSON SPECIFICATION**  
**Grade 3 Teaching Assistant**

**Skills Required**

Ability to demonstrate active listening skills	ESSENTIAL
Ability to use language and other communication skills to which children can relate	ESSENTIAL
Ability to empathise with the needs of children	ESSENTIAL
Ability to work effectively with other colleagues	ESSENTIAL
Ability to provide appropriate levels of individual attention, reassurance and help to achieve the intended learning outcomes	ESSENTIAL
Ability to undertake observations of individual children and complete records under the direction of the teacher	DESIRABLE

**Knowledge Base**

A good standard of education, particularly in English and Mathematics	ESSENTIAL
Knowledge of appropriate First Aid procedures	DESIRABLE
Knowledge of National Curriculum requirements for the age of the pupils	DESIRABLE
Knowledge of the use of basic technology ie photo-copier, computer, DVD and digital camera	DESIRABLE
Knowledge of Child Protection issues	DESIRABLE

**Qualifications/Attainment**

	Level	
Evidence of attainment in a recognised TA qualification in childcare and playwork ie NVQ, NNEB, City & Guilds, BTEC etc or through relevant experience	NVQ Level 3 at least	ESSENTIAL
Evidence of attainment or training in Child Protection issues/procedures		DESIRABLE
Willingness to participate in further training and developmental opportunities offered		ESSENTIAL
First Aid qualification		DESIRABLE

**Experience**

Relevant experience in an educational establishment/setting	ESSENTIAL
Demonstrable evidence of establishing positive relationships with children	ESSENTIAL
Demonstrable evidence of experience in supporting children in a learning environment	ESSENTIAL
Experience of preparing basic craft materials for children	DESIRABLE

**Attitude/approach**

Willingness to be professionally discreet and to maintain confidentiality on all school matters	ESSENTIAL
Willingness to adopt a flexible approach to all directed tasks	ESSENTIAL
Willingness to work as part of a team	ESSENTIAL



**APPLICATION FOR EMPLOYMENT  
TEACHING, TEACHING SUPPORT AND ADMINISTRATIVE POSTS  
Version: March 2015**

NAME:

POSITION APPLIED FOR:

SCHOOL:

**Where did you see this job advertised?**

The information provided by you in connection with your application for this vacancy will be treated as confidential by the Girls' Day School Trust. Your application form may be copied for use during the recruitment process.

Information given by you in the **Equal Opportunities Monitoring Form** will be dealt with separately from the rest of your application. The information provided will be used solely to monitor equal opportunities policies.

Further information provided by you will be used to determine your suitability for a position and, if applicable, in determining terms of employment or engagement. It may also be used to monitor recruitment initiatives. If your application progresses further, details may be disclosed to third parties (such as educational institutions, past and present employers, credit reference agencies, etc.) for reasons such as the verification of, or obtaining extra, information. If your application is unsuccessful, we may retain any information as required by law or, at our discretion, for up to six months following our final communication with you, unless you tell us otherwise.

The Girls' Day School Trust is committed to the safeguarding of children, and child protection screening will apply to this post. Some of the information that we request in this form is for this purpose.

By signing and returning this application form, you consent to the Girls' Day School Trust using and keeping the information provided by you as outlined above, carrying out any reference, criminal record, or child protection checks as may be appropriate in the circumstances.

<b>1 PERSONAL DETAILS</b>	
Surname:	First Names:
Title: MR/MRS/MISS/MS/DR	Preferred name:
Any former names:	Date of birth:
Home address:	Address for correspondence (if different):
Post code:	Post Code:
Tel no: (day)	Email:
(eve)	National Insurance no:
(mob)	Teacher registration number, if applicable:
Are you legally entitled to work in the UK? YES/NO	
If you are <b>not</b> a UK, EEA or Swiss national, please give details of your permission to work, specifying the type and length of visa or permit.	

<b>2 EDUCATION AND QUALIFICATIONS (to include details of QTS where appropriate)</b>			
School/College/University	Dates attended	Qualifications obtained / Examinations passed / Awarding Body (please give detail of grade, level or class of degree)	Date

Membership of professional institutions and other training/knowledge relevant to this post

Continue on separate sheet if required

### 3 EMPLOYMENT HISTORY

Present or most recent employer:

Address:

Job Title:

From:

To:

Brief description of responsibilities:

Reason for leaving/wishing to leave:

Notice required (or when you could join us):

Current salary:

Provide a full employment history in chronological order (most recent first) to include: periods of work in the UK and abroad; education/training; voluntary work; travel; career breaks; and any periods not in employment or education.

Dates

Position held and brief description of duties

Reason for leaving

Continue on separate sheet if required

**4 ADDITIONAL INFORMATION**

Do you have a current clean driving licence (applicable only if duties involve driving)

YES/NO

Hobbies, interests and anything you wish to tell us about your personal and family circumstances, including any special needs. Please declare any family or close relationship to existing employees of the school or the GDST (including Governors).

## 5 PERSONAL STATEMENT

Please state why you believe your qualifications, experience and personal qualities fulfil the requirements of this post, and any other information to demonstrate your suitability for the post.

Continue on separate sheet if required

## 6 REFERENCES

Please give the names of two people who can comment on your suitability for this post. One should be your current or last employer, or if you have not been employed, your school head teacher or college tutor. If you do not currently work with children, a reference will be required from your most recent employment involving work with children. References will not be accepted from relatives or those writing solely in the capacity of friends. Open references provided by you will also not be accepted.

Name: <input type="checkbox"/>	Name: <input type="checkbox"/>
Address:	Address:
Tel no:	Tel no:
Email:	Email:
Relationship:	Relationship:

It is our practice to take up references before interview unless requested not to do so. If you do **not** wish us to contact a referee at this stage, please mark the  alongside the name with a cross.

## 7 SIGNATURE

I confirm that the above information is true and accurate.

Signed:

Date:

## PROTECTION OF CHILDREN:

### SAFEGUARDING STRATEGY STATEMENT

The GDST Safeguarding Strategy forms a fundamental part of our approach to providing excellent pastoral care to all pupils, including those who may be over the age of 18 years. We believe that all pupils, regardless of age, special needs or disability, racial/cultural heritage, religious belief and sexual orientation have the right to protection from all types of harm and abuse.

The objective of the Safeguarding Strategy is to help keep our pupils safe by providing a safe environment for them and to educate them about keeping themselves safe.

The Safeguarding Strategy consists of:-

1. GDST Safeguarding and Child Protection Policy
2. GDST Safeguarding Procedures
3. GDST School Safeguarding and Child Protection Policy
4. Training to equip staff and volunteers to carry out their responsibilities in relation to safeguarding and promoting the welfare of pupils.

The Safeguarding Strategy provides a clear framework within which individual schools will develop systems and local procedures to:-

- Prevent unsuitable people working with children
- Identify pupils who are at risk of, and/or are likely to suffer significant harm and take appropriate action with the aim of making sure they are safe
- Record and share information appropriately
- Respond to allegations against staff and volunteers
- Promote safe practice and challenge poor and unsafe practice

Adherence to the GDST Safeguarding Strategy is mandatory for **all** staff and volunteers.

We recognise that Safeguarding covers much more than child protection and so this strategy will operate in conjunction with related policies and procedures, such as effective whole school policies on Anti-Bullying, Behaviour Management, ICT and School Security.

Our approach to safeguarding is based on, and reflects the current principles recognised in UK legislation, including those around maintaining confidentiality and reporting concerns about pupils likely to suffer significant harm to the child protection agencies.

We are committed to working in partnership with parents; child protection agencies and diverse communities, to continuously develop and improve the Safeguarding Culture within our schools.

**Version: April 2011**



**DISCLOSURE OF CRIMINAL BACKGROUND OF THOSE GIVEN THE OPPORTUNITY TO HAVE CONTACT WITH CHILDREN**

The appointment for which you are applying involves access to children or the opportunity to have contact with children and is an excepted occupation for the purposes of the Rehabilitation of Offenders Act 1974. All applicants who are offered employment will be subject to an enhanced criminal record check and Children’s Barred List check for the Child Workforce from the Disclosure and Barring Service (DBS) before the appointment is confirmed. This will include details of cautions, reprimands or final warnings as well as convictions, and "spent" convictions.

The disclosure of a criminal record will not automatically prevent you from being appointed unless the Girls' Day School Trust considers that the record renders you unsuitable for appointment. In making this decision, consideration will be given to the nature of the offence, its relevance to the nature of your employment, how long ago it was committed, what age you were at the time and any other factors that may be relevant.

If you wish to tell us about any criminal record in advance of an enhanced DBS check with Children’s Barred List check being sought, this information should be sent under confidential cover to the person to whom you are making your application. We will not view this information unless you have been shortlisted for interview. We guarantee that this information will only be seen by those who need to see it as part of the recruitment process. If you are not shortlisted for interview, the unopened information will be destroyed securely.

If you are currently working or have previously worked with children in an educational environment, your current or previous employer(s) will be asked about any disciplinary offences relating to children, including any which may be “time expired”, and whether you have been the subject of any child protection concerns.

Providing false information could result in your application being rejected, or summary dismissal if you have been appointed, and possible referral to the police.

**DECLARATION**

I declare that I am not barred from activity relating to children, or (if a teacher) subject to sanctions imposed by a regulatory body e.g. The National College for Teaching and Leadership. I either have no convictions, cautions, or bind-overs that may have an impact on my suitability to work in an educational environment, or have attached details in a sealed envelope marked confidential.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## THE GIRLS' DAY SCHOOL TRUST EQUAL OPPORTUNITIES MONITORING FORM – FORM S22

The GDST is committed to equal opportunities. One aim of this policy is to ensure that you and other job applicants are not discriminated against on the grounds of sex, race, disability, age, nationality, colour, ethnic or national origin, marital or civil partner status, pregnancy, sexual orientation, gender reassignment, religion or belief.

To **monitor** this policy, we should be grateful if you would complete and return this form. The information you give will be treated as strictly confidential and will be used only for Equal Opportunities monitoring purposes. This form will be detached from your application form, will not be used at any stage of the selection process and will be destroyed after evaluation has taken place.

POST APPLIED FOR:	
NAME OF SCHOOL or TRUST OFFICE:	HOWELL'S SCHOOL, LLANDAFF

**Personal details:**

GENDER:	Male / Female / Transgender
MARITAL STATUS:	Single / Married / Other ( <i>please specify</i> )
AGE:	

**Ethnic origin:**

I would describe myself as:

Black	Asian	White	Other
African <input type="checkbox"/>	Pakistani <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caribbean <input type="checkbox"/>	Indian <input type="checkbox"/>		<i>(please specify)</i>
Other <input type="checkbox"/>	Bangladeshi <input type="checkbox"/>		
	Chinese <input type="checkbox"/>		

**Disability**

<p>Are you disabled or do you have any conditions (i.e. a physical or mental impairment that has a substantial long-term effect on your ability to carry out normal day-to-day activities) that may require adjustments to your work or working environment?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If you have answered "Yes" to this question, please indicate here any special arrangements which you might require if you are selected for interview.</p>
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Updated: April 2011

