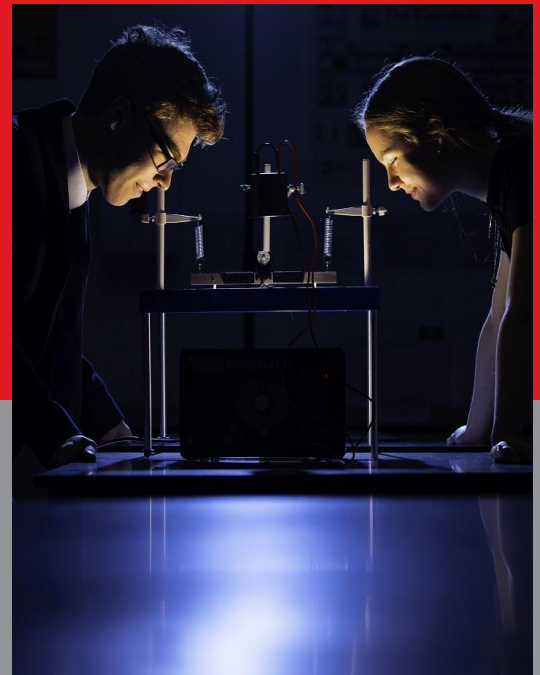




JOIN OUR TEAM

'Staff are immensely proud to work at this school. They feel valued and supported. Staff, parents and pupils typically describe the school as "a wonderful community".'

Ofsted, March 2025 (Outstanding)



Recruitment pack



LEARNING SUPPORT ASSISTANT

| | |
|--------------------|---|
| POSITION: | Learning Support Assistant |
| TYPE: | Support |
| HOURS: | 35 hours per week 8.25am – 3.55pm Monday to Friday term time plus inset days (38 weeks in total) |
| CONTRACT: | Part time, permanent |
| GRADE: | Range 2 (ISN 11 – 15) |
| PAY: | FTE £26,522 - £28,742 / £20,746 - £22,482 pro rata |
| START DATE: | 1 September 2026 |

An opportunity has arisen for a caring, enthusiastic and flexible individual to provide assistance in lessons and pastoral care during the school day. There may also be students who require personal care.

The successful candidate will have strong communication skills to enable them to liaise effectively across all areas of the school to provide high quality support for the needs of the students. They will be required to work with an Education Healthcare Plan (EHCP), monitoring and evaluating the child's progress.

BENEFITS OF WORKING AT CHESHAM GRAMMAR SCHOOL:

Chesham Grammar School is one of the largest employers in the town of Chesham. We know that our staff are our most important resource and we try to do all we can to look after them. Our vision is for everyone at CGS to enjoy, achieve and belong. This applies to staff as much as to our students.

- A strong commitment to ensuring staff workload is manageable and to staff wellbeing
- High staff retention
- Staff social events
- London Fringe Allowance
- Long service awards
- Preferential admission for qualified children of school staff
- Access to the generous Local Government Pension Scheme (LGPS)
- A comprehensive induction programme for new staff
- Strong commitment to ongoing staff CPD, including support for NPQs
- Free on-site parking
- Cycle to work scheme
- Subsidised gym membership at Chesham Leisure Centre (next door to the school)

APPLICATIONS Please complete the application process through the mynewterm portal ([Chesham Grammar School, White Hill, Chesham | Teaching Jobs & Education Jobs | MyNewTerm](#))

CLOSING DATE FOR APPLICATIONS: 24 June 2026, 10am

INTERVIEWS: 29 June 2026

We reserve the right to interview and appoint on application. We recommend an early application to avoid disappointment. We reserve the right to withdraw this role if circumstances change.

Red Kite Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment.

Applicants will be required to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service

Our commitment to Equality, Diversity and Inclusion

At Chesham Grammar School, our vision is for everyone to enjoy, achieve and belong. Our commitment to equality, diversity and inclusion is one way in which we seek to fulfill this for everyone in our diverse and vibrant school community



CHESHAM GRAMMAR SCHOOL

June 2026

Dear colleague,

Thank you for your interest in Chesham Grammar School and in this post. Choosing the right place to work is an important decision for anyone and I hope this letter gives you a genuine sense of who we are and why so many colleagues find CGS so rewarding.

Chesham Grammar School is a co-educational, selective school with over 1,320 students on roll, including more than 400 in the Sixth Form. We are a large school, but one characterised by strong relationships, a clear moral purpose and a warmth that many visitors quickly notice and remark upon.

Our vision is for everyone at CGS to enjoy, achieve and belong and this applies as much to staff as it does to students. At Chesham Grammar School, we see every member of staff — teaching and support — as an integral part of the same team, working together towards a shared purpose. The contribution of support staff is highly valued and essential to the day-to-day success of the school. Our values of aspiration, kindness and respect are not simply words; they shape how we lead, how we work together and how students and staff treat one another day to day. In short, they underpin everything we do.

Our most recent Ofsted inspection in March 2025 once again judged the school as ‘outstanding’ in all areas. Inspectors quickly identified how happy the school is and commented not only on the high standards, strong relationships and quality of pastoral care, but also on how proud staff and students are to belong to CGS, describing it as a “wonderful community”. While we were delighted with the outcome, it remains our firm belief that ‘outstanding does not mean perfect’. We are reflective, forward-thinking and continually seeking ways to make CGS an even better place to study or to work.

Pastoral care is a clear strength of the school. Our vertical tutoring system, organised through a well-established House structure, ensures that students are well known and well supported. This fosters the building of strong relationships as well as a real sense of belonging and pride. A good number of our support staff act as tutors, which benefits both students and staff.

Both Ofsted and the Good Schools Guide highlight the positive rapport between staff and students as a distinctive feature of the school along with the calm, purposeful atmosphere in classrooms, where high standards are combined with warmth, humour and students enjoy their learning. We are unapologetically ambitious — for outcomes, for character and for life chances — but we also know that sustained excellence is only achieved when staff feel valued, trusted and supported.



Anmarie McNaney
Headteacher

Our staff are our greatest strength. We invest in professional development and we strive to create an environment where colleagues can do their very best work without losing sight of why they came into education in the first place. Workload is taken seriously, wellbeing is more than a slogan and professional dialogue is honest, respectful and focused on impact. Overall, Chesham Grammar School is a vibrant, rewarding and fulfilling place to work – one where people feel valued, trusted and proud to belong.

When making appointments, I am first and foremost seeking colleagues who share the values and ethos of the school. Experience, qualifications and potential matter, but so too does alignment with the way in which we do things here. For some of our support staff, this will be their first experience of working within a school environment. Schools are special places and we believe that CGS offers an intellectually stimulating and professionally rewarding working environment. There is a commitment to professional development for staff at all levels.

I hope this letter has given you a clear sense of our ethos and culture and the opportunities available at CGS. Should you decide to apply and be invited to interview, I very much look forward to meeting you.

Yours sincerely,

A handwritten signature in black ink, reading "Annmarie McNaney". The signature is written in a cursive style with a large, stylized initial 'A'.

Annmarie McNaney
Headteacher

CGS FACTS

1947

School Founded

186

Teaching days per year

1332

Number of students

408

Number of sixth form students

57%

2025 A level A- A grades*

85%

2025 A level A- B grades*

44%

2025 GCSE 8-9 grades

67%

2025 GCSE 7-9 grades



Annual Celebration of Sport Award

19

RESIDENTIAL TRIPS

11

DIFFERENT COUNTRIES

36

Number of staff who have worked at Chesham Grammar School for over 10 years.





LEARNING SUPPORT ASSISTANT

| | |
|------------------------|---|
| RESPONSIBLE TO: | SEND Manager |
| GRADE: | Range 2 (ISN 11 – ISN 15) |
| HOURS: | 35 hours per week 8.25am – 3.55pm Monday to Friday term time plus inset days (38 weeks in total) |
| CONTRACT TYPE: | Part time, permanent |

PURPOSE OF THE JOB

To support students with special educational needs to overcome their barriers to learning and enable them to achieve their potential by providing assistance in lessons and pastoral care during the school day and to promote an inclusive environment for all.

Main Duties and Responsibilities

1. To take responsibility for the day-to-day welfare and support of Special Needs pupil(s)
2. To provide personal care to students if required
3. To liaise with/support teaching staff in dealing with Special Needs pupil(s)
4. To provide alternative activities in Physical Education when the standard curriculum is not suitable
5. To liaise with professionals from outside agencies in conjunction with the SENCO/SEND Manager
6. To assist in maintaining regular home-school links
7. To keep the SENCO/SEND Manager informed of matters concerning pupils with SEND and to help in identifying those pupils that may need to be considered for future SEND support
8. To assist in the smooth running of the department – cover/timetable changes, supervising students using the Student Services area, administrative tasks etc
9. To plan and run lunchtime clubs for small groups of students
10. To participate in the School's performance management system
11. To attend departmental meetings
12. To support with exam access arrangements as and when necessary for internal and external examinations
13. To provide first aid cover on an ad hoc basis

GENERAL SCHOOL RESPONSIBILITIES

- To carry out duties as may be required from time to time commensurate with the overall responsibility of the post
- To comply and actively promote school policies, including Behaviour for Learning, Equal Opportunities, Attendance and Health and Safety

- To promote positive student conduct. To confront negative student conduct and take appropriate steps to deal with it
- To deal with all telephone and personal enquiries efficiently and effectively, in a way that promotes a positive image of the school
- To be smartly dressed, establish a business-like environment and promote excellent relationships and a positive ethos when communicating with students, staff, parents and external contacts
To undertake training and development relevant to the post

| PERSON SPECIFICATION | Essential | Desirable |
|--|-----------|-----------|
| EDUCATION AND QUALIFICATIONS | | |
| Maths and English to GCSE grade 5 / C or equivalent | ✓ | |
| A 'level qualification or equivalent | | ✓ |
| Degree | | ✓ |
| EXPERIENCE | | |
| IT competency | ✓ | |
| Experience of using Microsoft, or similar products | | ✓ |
| Experience of using an education MIS system | | ✓ |
| Working in a school environment | | ✓ |
| Experience of working with/understanding of young people | | ✓ |
| Experience in a similar role | | ✓ |
| First aid qualification or willingness to complete first aid training | | ✓ |
| PERSONAL SKILLS AND QUALITIES | | |
| The ability to work as part of a team | ✓ | |
| The ability to work independently and to take direction | ✓ | |
| Excellent oral and written communication skills | ✓ | |
| Excellent interpersonal skills | ✓ | |
| Excellent organisational skills | ✓ | |
| High attention to detail and a high level of accuracy | ✓ | |
| A personal commitment to professional development and the updating of job related skills | | ✓ |
| Working to deadlines | ✓ | |



ABOUT THE LEARNING SUPPORT DEPARTMENT

CGS is proud to be an inclusive school and adopts a whole school approach to SEN, with good quality teaching as a first response and a clear focus on outcomes. At Chesham Grammar School, we cater for students with a wide range of SEND needs, covering each of the 4 areas outlined in the SEND Code of Practice. Examples include:

- Autistic Spectrum disorders
- Specific Learning difficulties
- Speech, language and communication needs
- Sensory impairments including visual and auditory
- Attention Deficit disorders
- Physical difficulties such as cerebral palsy

Chesham Grammar operates an internal four tier approach to reflect the different level of need and accompanying provision for each child with special educational needs. For students who are on Tier 1 or Tier 2, the child's needs are likely to be able to met with classroom adaptations and/or small group interventions. Students who are on Tier 3 are recognised as those needing SEN Support, provision which is additional to or different from that of their peers. Students who are on Tier 4 are recognised as those who require more substantial support and have an EHCP. Students on Tier 3 and 4 will appear on the school's SEND Register. Currently there are 49 children on the school's SEND register.

The school has a SENDCO, SEND Manager and four Learning Support Assistants. The Learning Support Team work closely alongside teaching staff and the wider pastoral team to support students and families.

In line with the SEND Code of Practice, we review the support in place for student's using the four-part Assess, Plan, Do, Review cycle. This is an on-going cycle to enable identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Intervention is needs driven and tailored to meet the individual student. This is regularly monitored and may include:

- additional support given by individual teachers
- LSA support in lessons
- mentoring by senior students
- special examination concessions for public examinations
- opportunities to work with the learning support team individually or in small groups, dependent upon need. Parents may be asked to reinforce these activities
- short-term intensive support sessions or more infrequent support on a long-term basis
- input from external agencies (eg specialist teaching)
- variations to the school's standard curriculum.

Screening by a specialist may be recommended by the SENDCO and SEND Manager, following thorough investigation of a child's difficulties and in consultation with parents.

HOW TO APPLY

To apply for this post, please complete an application form in full on the mynewterm portal. <https://mynewterm.com/school/Chesham-Grammar-School/137091>

SHORTLISTING

Subject to the number of applications, shortlisting may take place before the deadline for applications has passed. If you have not heard from us within three weeks of the closing date, you can assume that your application is not being progressed on this occasion.

INTERVIEW

Shortlisted candidates will be invited to interview. The Interview will consist of a panel interview (including a member of the senior team), lesson observation/administrative task and tour of the school. Some roles may have a student and staff panel interview and a written task. Selected candidates may be interviewed by the Headteacher or other members of the management team.

