



STREATHAM & CLAPHAM

PREP SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

Job Application Information

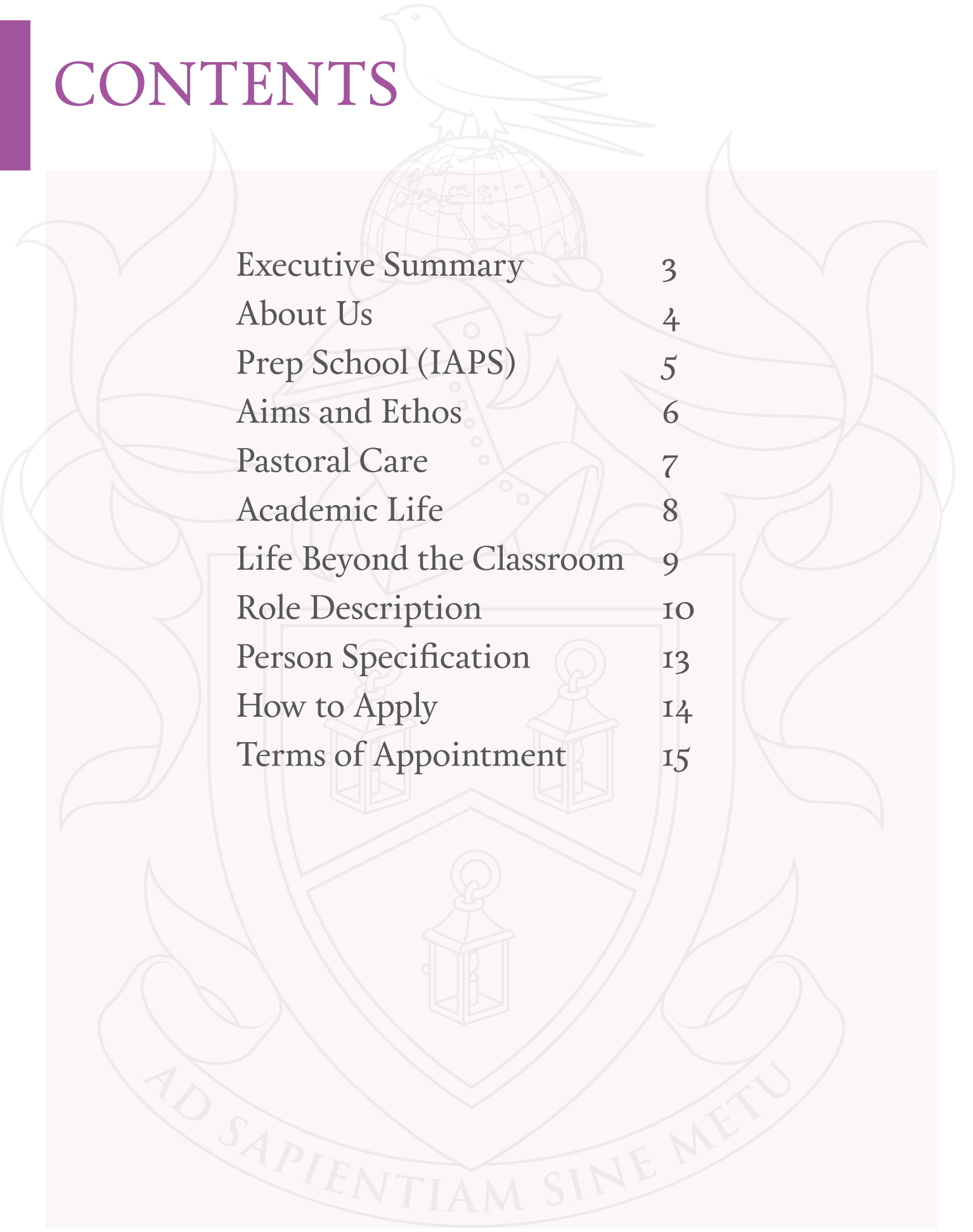
Health Care
Assistant

Part Time

Summer Term 2024



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EXECUTIVE SUMMARY

Streatham & Clapham High School (SCHS) seeks to appoint a well-qualified practitioner to provide a clinically effective, high-quality service of nursing care to pupils and first-aid care to all members of the school community.



This role would suit someone with high quality medical care and excellent interpersonal skills, particularly the ability to relate to young people.

Girls aged 3-11 attend the Nursery and Prep School, located in spacious buildings with outstanding facilities in Streatham Hill. An awareness of current developments in school nursing services, primary care and health promotion is a must.

The Nurse liaises with the School Counsellor and is line-managed by the Deputy Head of Prep (Pastoral).

Candidates should be able to work both as part of a team and independently, as well as possess good oral and written communication skills.

This position is part time, term-time only, three days per week. Monday, Thursday and Friday.

The school is looking to fill this post as soon as possible.

ABOUT US

We are one of the UK's leading private girls' schools, educating pupils from Nursery through to Sixth Form. Pupils prosper in a vibrant setting that provides challenge and width of opportunity. They thrive on account of the school's family ethos, and draw strength from the school's rich social and cultural mix.

Streatham & Clapham High School is an independent, academically selective school for girls aged 3–18 with over 870 pupils across the Prep and Senior Schools. The Prep School is located in spacious buildings with outstanding facilities in Streatham Hill.

The Senior School inhabits a four-acre site focused on an impressive 1930s building in a delightfully tranquil and leafy oasis of south London. Founded as Brixton High School in 1887 by the Girls' Public Day School Trust, it is one of the Trust's earliest member schools, and we are proud of our heritage and founding principles of breadth, fearlessness, inclusivity, and a focus on developing every individual to achieve their potential, and this is articulated in our motto: Towards Wisdom Unafraid.

SCHS holds true to its founders' mission, and we are proud of our exciting and challenging curriculum, with a commitment to innovative teaching and excellent relationships across the community.

School life embraces a broad range of sporting, artistic, social, and cultural opportunities in an environment specifically created to inculcate the values of independent learning, responsibility for others and the enjoyment of challenge.

The school has first-class facilities, providing an environment that enables pupils to develop their interests and strengths both inside and outside the classroom.

The best outcomes and experiences for the girls are at the heart of all that we do, characterised by a warm, supportive, and positive culture. This helps build pupils' confidence, self-fulfilment, resilience, and happiness.

A richly diverse culture underpins this with kindness, generosity, opportunity, and social responsibility, combining a global outlook with a sense of local belonging.

The School is part of the GDST, the leading network of independent girls' schools in the UK, founded in 1872.

The Head is a member of HMC and GSA. The Head of the Prep School is a member of IAPS. The GDST is a founding member of the International Coalition of Girls' Schools.

For more information, please visit the school website www.schs.gdst.net.

PREP SCHOOL (IAPS)

We are proudly inclusive of a range of academic abilities and judge success by development and progress. Our promise is that every girl will exceed beyond expectation.



The Prep School offers an inspiring and challenging academic education for its pupils in a lively, vibrant, and supportive environment. The family ethos of Streatham & Clapham High School enables the staff to know, value and nurture each pupil as an individual.

The school celebrates diversity and draws strength from its rich social and cultural mix. The aim is to create a safe, happy, and secure learning environment so that each child achieves her or his maximum potential in all aspects of school life and daily endeavour. When pupils move on, the school wants them to be confident, responsible global citizens with a love of learning and a desire to contribute positively to society.

The school's priority is always for the individual child, and it seeks to encourage both academic and personal development through structured, meaningful, and enjoyable activities. The school's pupils thrive in a family atmosphere where learning is fun; each day has exciting opportunities that encourage each pupil to develop her own strengths and nurture her extra-curricular interests.

The academic ethos of the school is firmly underpinned by its strong and supportive pastoral care, which enables its pupils to feel secure in trying new activities and to understand that making mistakes is part of their learning journey. The principles of care, courtesy and respect are central to the school, and it is through these values that all members of the school community thrive.

AIMS AND ETHOS

Our vision is to be unrivalled in empowering our young women to discover, nurture and project their unique identities and character. Our purpose is to enable every girl to achieve beyond the bound of expectation on a daily basis, across the spectrum of endeavour.



The school offers its pupils an inspiring, enlightened, and intellectually challenging education in a lively, vibrant, and warmly supportive environment. The school's family ethos enables us to know, value and nurture each pupil as an individual and we are determined that all members of the school community should be inspired to outperform expectations daily.

The pursuit of excellence is the school's defining feature. It nurtures pupils to attain success and self-awareness across the widest spectrum of activity, extending far beyond the 'academic' horizon. The school's pupils, whether very able or late developers, discover their unique identity and achieve beyond the realms of expectation.

Intrinsic to pupils' success are the school's expert and alert pastoral systems. The care extended to all pupils enables them to make outstanding progress, both academically and in their personal development. They mature into confident, accomplished and well-adjusted young women, prepared for the challenges of university education and their future careers, rooted in our core values of kindness, respect, integrity and compassion.

- We nurture, not coerce, excellence
- We are a family, not a factory, school
- We celebrate difference through our diverse community, drawing strength from all that is great about London
- We have an unstinting commitment to innovation; we do not stand still but are trailblazers
- We draw strength from being part of the GDST family of schools, being pioneers in, and the shapers of, girls' education.

PASTORAL CARE

“Pupils are highly respectful of each other and exhibit qualities which reflect their concern for justice.” ISI Report, 2019



Our pastoral care and personal development are of paramount importance and involve all children and adults who participate in the daily life of the school. We place strong emphasis on the creation of a supportive atmosphere, and we encourage our girls to strive to achieve their personal, social, and academic goals.

From the chef in the dining room to the PE teacher on the playing field, all of our staff know our girls. Each teacher offers his or her girls day-to-day support and communicates frequently with parents, through an informal chat at the end of the day or via email, a phone call, or a note in the girl's diary.

We encourage our girls to take a 'can do' approach to their school lives and find that pastoral care encourages character-building.

The girls become increasingly familiar with facing challenging situations with greater confidence when they apply the personal strategies they have been encouraged to adopt to their daily lives.

On entry to the school, each girl is allocated to one of four Houses. This creates four, smaller 'family' units within the school community to which the girls develop a strong affinity.

Older girls play a responsible role whilst remaining accessible and familiar to other children. They are then better equipped to develop and foster relationships and to find the causes of conflict and seek appropriate responses.

ACADEMIC LIFE

All children from Nursery to Year 6 benefit from specialist language, music, and PE lessons. Our curriculum is independent, engaging, and inspiring.



The Prep School aims to ensure that all learners benefit from a rich, broad, balanced curriculum presented in an interesting, exciting, and imaginative manner with opportunities for first-hand experience, practical work, investigation and learning through play.

Children are confronted with relevant experiences both inside and outside the classroom which provide opportunities to observe, investigate, experiment, and predict. A variety of technological, creative and aesthetic skills is also developed.

We have rigorous academic standards and focus on the core subjects of English, Mathematics, Science and Computing. We also expand our girls' minds by teaching specialist subjects such as PE, Music, French and coding.

All of the lessons on our Prep school curriculum are carefully crafted and presented in accordance with each girl's learning styles. We personalise the learning experience of every girl so each can understand and articulate her own specific goals.

LIFE BEYOND THE CLASSROOM

“Being part of the GDST network and IAPS gives us a competitive opportunity to play with schools from across the country.



The Prep school has its own site and enjoys close links with the senior school. Pupils benefit from outstanding facilities, far larger than one might expect in a primary school. These include a well-resourced library, full-sized Sports Hall, all-weather sports surface, excellent Science, Computing, Art and PE facilities, an outdoor learning space, and a great deal of space, both inside and out.

We have an extensive co-curricular programme made up of clubs and societies. These offer our girls a diverse range of activities to pursue their interests and inspiring further achievement beyond the classroom and range from the arts to quizzes, debates, and dance.

Our clubs and societies provide an ideal foundation for girls to develop a life-long love of learning for its own sake; a principle that lies at the heart of the ethos of both the Prep and Senior schools.

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ROLE DESCRIPTION

Job Purpose

This is an outstanding opportunity for a Health Care Assistant, providing first aid support to pupils throughout the school. Working in our medical room, you'll become a part of a wider pastoral team whose aim is to promote the physical health and emotional wellbeing of the pupils. The role is varied but a vital one in our school community.

You will be knowledgeable and approachable with the ability to communicate with, and build effective relationships with pupils, parents, and staff. Additional experience of working with children across the school age range and in a school environment would be desirable.



Responsibilities

Health & Safety

- Supervise the medical room (including care of sick, injured and distressed pupils until better and further care can be arranged with parents, hospital) and dispense drugs as appropriate.
- Oversee general medical needs of the pupils.
- Support the school Nurse to review, monitor and record the health status of all pupils:
 - On entry to school in accordance with the national Child Health Promotion Programme (not including giving vaccinations).
 - In accordance with the GDST School medical procedures (including height, weight, vision, hearing).
 - Completing CPOMS, SIMS and Sphera where appropriate.

- Work with teachers to flag any potential concerns to the pastoral team and parents.
- Work with parents, carers, specialist health professionals and others to follow in-school care plans for pupils with complex health needs and long-term conditions (e.g. asthma, diabetes, epilepsy, anorexia or eating disorders, etc.) to enable them to attend and benefit from school.
- Assist the school Nurse to maintain arrangements for first-aid provision to comply with statutory and GDST requirements, including risk assessment to determine sensibly and reasonably the total numbers of first-aid personnel required, the training of first-aiders, maintenance of records, accident reporting arrangements, statutory notices and locations of first-aid boxes, EpiPens, inhalers and defibrillators.
- Display Screen Equipment (DSE): identify users, carry out the assessments on identified users, maintain records and action any problems (NB. Training will be provided)
- Be part of a team that contribute to the development of school emergency/business continuity plans including a response to outbreaks of communicable diseases and viruses.
- Assist the School Nurse with ensuring that all pupil and staff allergen and medical information is up to date, all new starters are contacted in advance. The DFO then needs to review this list before it is circulated to the catering teams at both schools (and the SLT / PSLT)

Pastoral Care

- Work with the school Nurse to follow strategies to ensure that the most vulnerable pupils and those with particular personal needs/problems (e.g. pupils who have carers, those with diabetes, those self-harming) are identified and appropriately supported.
- Offer open-access 'drop in' sessions
- Provide availability for pupils where they are able to receive personalised support and advice in areas such as relationships, child protection concerns, eating disorders, mental health concerns, managing stress and risk-taking behaviours.
- Work with staff, attendance team, carers and pupils to reduce above average absence due to sickness e.g. support work to enable pupils with long term conditions to self-care in school, supporting programmes for those with school phobias.
- Work with teaching staff and the Designated Safeguarding Lead to identify and act to safeguard pupils at risk of or suffering from physical, sexual, emotional abuse or neglect. This will include identifying and referring pupils at risk or suffering from maltreatment.

Communications

- Advise parents on immunisation programmes and outbreaks of communicable diseases.
- Uphold medical confidentiality in line with legal (common law and statutory) duty of confidentiality to pupils and maintain medical records accurately, confidentially, and safely; always with regard to GDST safeguarding policy and procedures.
- Organise the vaccinations with immunisations team and inform parents and staff when and where they will be taking place
- Inform staff of pupils with medical conditions when going on trips and sporting activities and provide pupils medications and first aid supplies

Management of Resources

- Ensure that the medical room, facilities and first aid kits throughout the school are maintained to meet GDST requirements.
- Ensure that all dispensed treatment given, and all supplies used are recorded; record the dispensing of drugs following drug protocols.
- Ensure that all first aid supplies are replenished and in date to meet minimum requirements by regular inspection of stocks and dispensing records.

Training & Development of Self and Others

- Set personal targets and take responsibility for continuous professional development
- Participate in arrangements made by the GDST for the appraisal of personal performance and that of other teachers
- Provide training and advice for non-first aid-at-work first-aiders.

General Requirements

- Support and contribute to the School's responsibility for safeguarding students
- Ensure a safe working environment for staff, students, and visitors as per the Health & Safety Policy
- Work within the GDST's Diversity Policy, promoting equality of opportunity for all students and staff
- Maintain high professional standards of attendance, punctuality, appearance, and conduct, developing positive and courteous relations with students, parents, and colleagues
- Engage actively in the performance review process
- Develop strong, positive relationships with GDST colleagues, contribute to collaborative work across GDST schools and support other staff in participating in GDST work to develop and share best practice

PERSON SPECIFICATION

Skills Required

- Excellent written and verbal communication skills
- Ability to work effectively both in collaboration with other professionals/teams and also on own initiative
- High standard of clinical work, decision making and competence
- Excellent interpersonal skills, particularly the ability to relate to young people, parents, colleagues and external agencies
- Excellent organisational skills, time management, ability to prioritise and organise own workload, able to work to deadlines
- Ability to embrace, initiate, manage and sustain change positively

Knowledge Base

- Awareness of current developments in school nursing services, primary care and health promotion
- Knowledge of assessment of health needs of the school aged population
- Awareness of current developments in public health services and legislation
- An understanding of the principles of public health/community development, child protection, child surveillance programmes and accident prevention
- Knowledge of child protection procedures and confidentiality issues

Attainment

- Up to date First Aid at Work qualification

Experience

- Community experience
- Experience with working with children and families
- Experience of providing first aid and caring for children with chronic illness

Attitude and Approach

- Ability to enthuse children and adults
- Possess a positive attitude and approach to change and development
- Flexible and firm with the ability to know when to be either
- Enjoy rising to the challenges inherent in a school environment
- Commitment to the safeguarding of children and young people
- Lifelong learner
- Commitment to maintaining the caring and supportive ethos of the school

HOW TO APPLY

Any candidate wishing to seek additional information about the post or to discuss any related matter should contact the HR & Recruitment Manager, Mrs Angela Bolton via email: a.bolton@schs.gdst.net.

Applications should be received no later than 08:00, 22 April 2024. All candidates should use the following link to apply and include a covering letter addressed to the Head of Prep, Mrs Helen Loach.

https://my.corehr.com/pls/gdstrecruit/erq_jobspec_version_4.jobspec?p_id=035027



Interviews will take place shortly thereafter, though the school reserves the right to appoint an exceptional candidate at any stage of the application process. All candidates invited to interview must bring original documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original certificates). If original certificates are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained from the awarding body.

All candidates invited to interview must also bring with them:

- An original passport and/or other appropriate document proving your eligibility to work in the UK
- One other form of identification, such as a driving licence or birth certificate
- Two other documents, such as utilities bills, TV licence, bank, building society or credit-card statements confirming your current address
- Documents confirming your educational and professional qualifications

Please note that candidates must bring originals of the above documents. Photocopies or certified copies are not acceptable.

TERMS OF APPOINTMENT

The role will attract a competitive salary in line with qualifications and experience, and the successful candidate will also be entitled to an interest-free season ticket loan and free lunches during term time.



Any offer to a successful candidate will be conditional upon:

- receipt of at least two references, satisfactory to the school (if not already received), prior to appointment
- verification of identity and qualifications
- a satisfactory DBS Disclosure at the enhanced level
- satisfactory completion of any pre-employment checks as relevant such as an online search and those to check whether you are registered for or prohibited or restricted from practicing certain professions or roles
- where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as the school may require in accordance with statutory guidance
- (for teaching posts) verification of medical fitness in accordance with DfES Circular 4/99 - Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training
- satisfactory completion of the probationary period

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