



FARRINGTONS  
SCHOOL



Hundreds of **individuals.**  
One **community.**

PART TIME SENIOR SCHOOL  
SEND TEACHING ASSISTANT  
CANDIDATE BRIEFING PACK



## Welcome from the Head

Farringtons is a truly remarkable school with both a rich history and an excellent grasp on the various demands of modern day teaching. Our dedicated and inspirational teachers are wholly committed to helping every pupil achieve their full academic potential, encouraging them to be independent, curious and creative. The school's enhanced National Curriculum provides a great deal of breadth and it is a fantastic reflection on our pupils that the extra freedom they are given to undertake specialist subjects yields such commendable results year on year.

Equally, however, we believe strongly that learning should not be limited to the classroom nor measured solely by performance in exams. We place great emphasis on providing opportunities for pupils to pursue a wide range of co-curricular interests, on developing the art of leadership, teamwork and those all-important soft skills. This is seen not only in sport but also in Music, Drama and the Arts as well as through our vibrant activities programme.

Underpinned by the school's strong Christian ethos, we also take great pride in the quality of our pastoral care and the excellent relationships which exist between staff and pupils. Being a co-educational school, with both day pupils and boarders who choose to come to us from all over the world, we are blessed with a very diverse and cosmopolitan community, something we consider to be a real strength.

Besides the beautiful buildings, outstanding facilities and expansive school grounds, which are an amazing asset given our proximity to central London, what invariably strikes visitors to Farringtons is the friendliness of everyone they meet and the sense of family. I hope that this Briefing Pack, as well as our website, gives you a flavour of what a special place this is and I very much look forward to receiving your application.

David Jackson  
Head





# LEARNING DEVELOPMENT DEPARTMENT

At Farringtons, we provide a bespoke learning experience for our students. Due to our small classes, we are able to differentiate effectively, providing our students with challenging tasks, as well as support where required. The Senior School SEND team play a key part in ensuring our students are successful learners.

Our Learning Development Team includes Head of Learning Support (SENDCO), one full-time and one part-time Learning Support Teacher, one full-time Higher Level Teaching Assistant and two Teaching Assistants. Staff are able to work closely with the students to provide additional assistance within the classroom and are very flexible working across the key stages as directed by the Head of Learning Development (SENDCO).

Our SEND team work collaboratively with all subject teachers to ensure that any needs in student learning are met. We provide support to all students to ensure that they are achieving their full potential.

We look forward to receiving an application from you.



# THE ROLE

The post we are recruiting to is for a part time SEND Teaching Assistant to join our Learning Development (SEND) Department. You will be required to work twenty one hours a week, over three days and the days are open to flexibility in the way they are worked.

You will join a dedicated and supportive team who are committed to improving the educational outcomes for our SEND students, making a positive difference to their lives, supporting and developing their learning. You will be required to provide high quality, in class support and deliver targeted learning interventions to students across Key Stage 3 and Key Stage 4. You will receive excellent support for your own professional development. This post would suit a motivated individual.

The successful candidate should be prepared to contribute to the continuing development of the Learning Development Department and be proactive in the advocacy and support of students with additional needs.





# JOB DESCRIPTION

## *SEND Teaching Assistant*

<b>Job Title:</b>	SEND Teaching Assistant – Senior School
<b>Line Manager:</b>	Head of Learning Development (SENCO)
<b>Hours of Work:</b>	3 days a week from 8.00am – 4.00pm (with one 4.30pm finish) 21 hours per week, with 60 minute unpaid break (20 minute morning and 40 minute lunch) Days are open to flexibility and can be discussed at interview

We have an exciting opportunity for a role within our Learning Development department and we are seeking a dedicated and proactive SEND Teaching Assistant to join our team. This role presents a rewarding opportunity to make a meaningful and lasting impact on students' outcomes by providing high-quality in-class support, alongside delivering targeted learning interventions across Key Stage 3 and Key Stage 4.

The successful candidate will work as part of a supportive team focused on improving educational outcomes and promoting independence for students with additional needs. The role requires flexibility, initiative, and a commitment to inclusive education. You will be committed to making a positive difference to young people's lives and in supporting and developing their learning.

The successful candidate will be a committed team player with excellent organisational and technical skills. You will have the ability to effectively support learning and teaching, and to develop relationships across our school and the wider community.

You will work under the direct instruction of Teaching/Senior Staff to enable the students to access the school environment both learning and recreational activities. You will also provide a professional service commensurate with a Level 3 Diploma in Specialist Support for Teaching and Learning for teachers in the management of pupils and the school setting.

### **Support for the Pupils**

- Provide in-class support to enable pupils to access the curriculum, including preparing appropriate scaffolding and differentiated resources;
- Supervise and support pupils, ensuring their safety and access to learning;
- Develop positive relationships with pupils, acting as a role model and being aware of, and responding appropriately to, individual needs;
- Promote the inclusion and acceptance of all pupils;
- Encourage interaction and participation from pupils to engage in activities led by the teacher;
- Help pupils develop effective learning strategies, study skills, and confidence in their abilities, supporting and encourage pupils to act independently as appropriate;
- Work with individuals or with small groups under the direction of the teacher or SENCO to reinforce learning and support progress.

### **Support for the Teacher**

- Assist teachers in the delivery of high-quality lessons by supporting pupils to access content,

instructions, and tasks;

- Provide feedback to the class teacher and SENCO regarding pupil progress, engagement, and any concerns;
- Support the implementation of learning plans, EHCP strategies, and classroom management techniques
- Undertake pupil record keeping as requested;
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate;
- Gather/report information from/to parents/carers as directed;
- Provide clerical/administrative support (e.g. photocopying, typing, filing, etc.)

### **Support for the Curriculum**

- Support pupils' understanding and application of literacy, numeracy, and subject-specific content;
- Support pupils in using basic ICT and other learning technologies to support access and engagement as directed;
- Promote the development of executive functioning skills, including organisation, memory, and focus;
- Present learning activities as directed by the teacher;
- Deliver structured interventions or support programmes as directed by the SENCO

### **Support for the Learning Development Department**

- Assist with administrative tasks related to SEND provision, including the creation and review of Individual Education Plans (IEPs) for students with EHCPs.
- Support the development and maintenance of pupil profiles and provision maps.
- Maintain accurate and up-to-date records of interventions, observations, and pupil progress.
- Carry out any other reasonable administrative or organisational tasks as directed by the SENCO or senior staff to support the work of the Learning Development Department.

### **Support for the School**

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
- Be aware of, and support difference, and ensure all pupils have equal access to opportunities to learn and develop;
- Work collaboratively with colleagues and contribute to the wider ethos and values of the school.
- Appreciate and support the role of other professionals;
- Attend meetings, staff briefings, INSET training, and professional development as required;
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.

To undertake any additional duties which may be allocated by Senior Staff after consultation with the post holder, to further support the work of the school.

### **Generic Responsibilities for All Farringtons Staff**

- To actively promote the aims and ethos of Farringtons
- To work within the Farringtons framework with regard to Health and Safety
- To be committed to child safety and undergo child protection screening (DBS check) and training
- To promote equal opportunities at Farringtons
- To support Farringtons commitment to the continued professional development of all staff

- All staff are expected to be willing to contribute to the Farringtons School co-curricular Floreat Program
- To undertake any additional duties as may reasonably be requested by the Head or members of SMT.

### Safeguarding

- To promote and maintain the standards of the school's commitment to safeguarding children
- In line with the school's safeguarding policy, record pertinent information/pupil disclosures and liaise with the Designated Safeguarding Lead where necessary
- The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- The school follows safer recruitment checks which includes obtaining references, right to work checks and as this role will involve direct contact with children, all staff are required to undertake an enhanced DBS check through the Disclosure and Barring Service.

### Prevent Duty

- To promote and maintain the standards of the school's commitment to ensure all staff understand the risks of radicalisation within our school and how this risk may change from time to time.
- To ensure that staff are aware of the Prevent Strategy and are able to protect children and young people who are vulnerable or may be at risk of being radicalised.
- The school is committed to placing a strong emphasis on the common values that all communities share such as self-respect, understanding, tolerance and the sanctity of life. Pupils are taught to respect and value diversity as well as understanding how to make safe, well-considered decisions.

### Health and Safety

- All employees have a legal duty to ensure the safety of themselves and all the pupils and staff within the school as detailed in the Health and Safety at Work Act 1974.

### Data Protection / GDPR

- All employees should familiarise themselves with and follow the Data Protection and GDPR guidelines and practices.

### Code of Conduct

- All Employees are expected to demonstrate consistently high standards of personal and professional conduct.
- All Employees must maintain high standards of the aims and ethos of the School both within and outside school, by:
  - treating pupils, staff and parents with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the employee's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
  - having proper and professional regard for the ethos, policies and practices of the school in which they work, and maintain high standards in their own attendance and punctuality.

This job description will be reviewed on an annual basis and following consultation with you may be changed to reflect the changes in the job requirements and reflect the true nature of the role which are commensurate with your job title.

## Person Specification

### Qualifications and Training

Criteria	Essential	Desirable
GCSE (or equivalent) in English and Maths (Grade C/4 or above)	X	
Level 2 or 3 qualification in Supporting Teaching and Learning (or equivalent)		X
Evidence of ongoing professional development	X	
Specific training in one or more SEND need including Autism, ADHD and Specific Learning Difficulties (ie dyslexia, dyscalculia)	X	

### Experience

Criteria	Essential	Desirable
Experience of working with children or young people in an educational setting	X	
Experience of providing in-class support and working in partnership with teachers	X	
Experience of working with students with a range of SEND needs including Autism, ADHD and Specific Learning Difficulties (ie dyslexia, dyscalculia)	X	
Experience of creating and maintaining learning support documentation (e.g. IEPs, pupil profiles)		X

### Knowledge and Skills

Criteria	Essential	Desirable
Understanding of how to support students with additional needs to access the curriculum	X	
Knowledge of strategies for supporting learners with a range of SEND needs	X	
Awareness of EHCP processes and responsibilities		X
Understanding of classroom differentiation and scaffolding techniques	X	
Ability to deliver interventions and support programmes		X

### Personal Attributes

Criteria	Essential	Desirable
Excellent communication and interpersonal skills	X	
Ability to work sensitively and effectively with pupils, staff, and parents	X	
Patience, empathy, and a calm, reassuring presence	X	
Proactive, flexible, and adaptable in approach	X	
Commitment to inclusion and equality of opportunity	X	
A reflective practitioner who is open to learning and professional development	X	

# HOW TO APPLY

Please send in your completed application form, and supporting statement to:  
[recruitment@farringtons.kent.sch.uk](mailto:recruitment@farringtons.kent.sch.uk)

The closing date for applications: **Noon on Monday 22 June 2026**

Early applications are recommended as we reserve the right to appoint before the closing date.

Interviews: **Interviews will be held on Thursday 25 June 2026**

Further information can be obtained by looking at the school website: [www.farringtons.org.uk](http://www.farringtons.org.uk)

*Farringtons School is committed to safeguarding and promoting the welfare of children and we will check the suitability of staff to work with children.*

*The school follows safer recruitment checks which includes obtaining references, right to work checks and as this role will involve direct contact with children, all staff are required to undertake an enhanced DBS check through the Disclosure and Barring Service.*

*All shortlisted candidates will undergo online screening checks. This practice is part of the "Keeping Children Safe in Education" (KCSIE) statutory guidance, which recommends schools conduct online searches for due diligence on shortlisted candidates to identify any publicly available information that might relate to their suitability to work with children*

In your supporting statement please include the following points:

- Your experience to date
- Your views and beliefs about supporting and teaching of SEND students within a wide ability setting.
- What you can offer Farringtons School, specifically relating to one or more of the areas listed above

Completed applications can be returned by e-mail to: [recruitment@farringtons.kent.sch.uk](mailto:recruitment@farringtons.kent.sch.uk)



# BACKGROUND

Farringtons School is a leading, co-educational, independent day and boarding school in Chislehurst, Kent, for pupils aged between 3 and 18 years.

Founded in 1911, the School has a rich history and thrives today providing a balanced academic, sporting, musical and social curriculum that enables each pupil to fulfil their potential. This is delivered by a team of passionate teachers, who support pupils to achieve their best academically and in whatever they put their minds to.

The School's site and warm, nurturing Christian environment encourages all pupils to pursue activities and develop new skills. Farringtons offers an eclectic range of sports and activities which are made possible through a range of first-class facilities. The sports hall, swimming pool and 25 acres of school grounds provide superb facilities for many sports whilst the teaching and learning facilities, including the recently completed science and maths building, and the music Mac suite, provide excellent learning spaces and support a broad and balanced curriculum.

## Aims, Values & Objectives

### Farringtons Aim

To be recognised as one of the leading independent, co-educational day and boarding schools in Kent, providing education for children aged 3-18. To be the first choice school in the local area.

### Farringtons Values

The School motto, Posside Sapientiam, (Growing in Wisdom) influences much of what the School does. Underpinned by Christian values, Farringtons School aspires to be a place of trust

and respect where teachers take an active interest in the intellectual, physical, moral and spiritual development of every student. The School believes co-education to be the right platform for developing the interpersonal skills necessary to succeed in the modern world. The importance Farringtons places on nurturing individuality and the manageable size of the School ensures that students do not get lost, but rather thrive in their own way – they are encouraged to 'Develop and Shine'

## Farringtons Core Objectives

- To inspire each individual to achieve success through excellent teaching, go to university, college or an occupation and have a desire for lifelong learning.
- To create a community that promotes Christian values, gives students the confidence to live their unique lives to the full and have the capacity to think of others.
- To be known as a school where every child matters, has outstanding pastoral care and communicates successfully in and out of school.
- To provide a safe and fit for purpose environment that encourages children to achieve their best.
- To build strong partnerships and networks locally, nationally and internationally to raise the profile of the School and consequently benefit all parts of the School and local community.
- To create an environment that prepares students for their life after school, gives them real confidence and humanity and ensures that they always feel part of the Farringtons family.



# SENIOR SCHOOL

## Years 7 - 11

Farringtons has a long commitment to excellence and opportunity in education. The curriculum in the Senior School reflects this, providing a wide range of modern and traditional subjects from which to make final examination choices.

Small class sizes, dedicated staff and supportive teaching ensure that we are able to nurture individual needs. Pupils in the Senior School range in age from 11 – 19 years old. During the first three years, the emphasis is placed on sound preparation in basic academic skills and, during Year 9, thorough advice on appropriate GCSE options.

In Years 7 – 9, the curriculum comprises of English, Mathematics, Science, Physical Education and one compulsory Modern Foreign Language; currently French. In addition, pupils choose a second Modern Foreign Language, either Spanish or German. They will also study the subjects that they may choose to continue to GCSE; these include, Art & Design, Business, Computer Science, Creative iMedia, Dance, Drama, English as a Second Language, Food Preparation & Nutrition, Geography, Graphic Communication, History, Modern Foreign Languages, Music, Music Technology, Physical Education, Religion, Philosophy and Ethics.

From Year 9, pupils are supported in making their GCSE option choices as part of our careers programme. Careful planning ensures that each pupil follows a balanced timetable of lessons,

giving the right foundation for his or her future A Level, Higher Education or career choices. New subjects are introduced into the curriculum at various stages.

Throughout the School, pupils from overseas receive additional English tuition, leading to internationally recognised qualifications.

Form Tutors and visiting speakers provide a structured Wellbeing course that introduces and discusses key moral, ethical and social issues at appropriate times in the pupils' lives. It aims to foster a greater understanding of today's society and to assist them in taking responsibilities for their own and their fellows' well-being.

## Pastoral Care

Farringtons is renowned for its pastoral care. The School's ethos, size and determination to treat each person both as an individual and as a member of the community makes for a supportive environment for the pupils to grow. The School works in partnership with parents to ensure that all of the pupils feel that they are cared for and valued.

The Head and Deputy Head are involved closely in the pastoral life of the School through assemblies, Chapel worship and meeting with pupils on a regular basis.

Farringtons also organises regular Year Group meetings so parents are able to discuss their child's progress with staff and at which individual appointments to see a member of staff or the Head can be readily made.



# SENIOR SCHOOL

## Years 12 - 13

Our Sixth Form programme ensures that students acquire the academic qualifications and develop the personal qualities they need to meet the challenges of Higher Education and the world of work.

Small class sizes enable our experienced teachers to nurture the talent of every Sixth Form student as an individual. This, in turn, ensures that our students have the best possible guidance during the university application process.

Farringtons offers a wide choice of subjects and EPQ, timetabled so that university or career choices are not restricted to inflexible subject options. Increasingly, universities want to know about students' interests and activities as well as their academic achievements. Outstanding higher education support is given to every student.

We encourage our Sixth Formers to broaden their horizons and develop leadership skills through the Duke of Edinburgh Award Scheme, public speaking, the School House system and many other opportunities. Sixth Formers have their own study areas and common rooms where they can engage in private study, relax, socialise and make drinks and snacks.



## Beyond the Classroom

Farringtons' co-curricular programme and competitive House system gives pupils the opportunity for fun and fellowship whilst developing leadership skills by offering experiences and activities in a safe but challenging environment. The co-curricular programme gives pupils the opportunity to experience and explore new interests and activities. As a result, pupils become more adventurous, confident and develop their social skills. Whenever possible, teachers bring learning to life through a programme of outings, residential trips and workshops led by visiting specialists.

Farringtons offers a successful sports programme, particularly in boys and girls football, which comprises both elite competition and joyful participation.

This is all alongside an enviable range of activities via our Floreat programme which currently includes: rock climbing, skiing, scuba diving, podcasting, Japanese and bee keeping!

The School's sector-leading Careers provision – Farringtons Futures – also arranges work experience and internships for Senior School pupils. The School fosters an appreciation of, and an involvement in, the local community and pupils are encouraged to learn about, and take part in, fundraising activities for local, national and international charities.

The wonderful grounds and London location allow pupils to develop a love of the outdoors. We believe class work and relationships are enriched by these experiences and that they provide invaluable opportunities for children, staff and parents to learn together. Pupils enjoy exciting excursions, expeditions and sports fixtures locally, nationally and overseas.



# SCHOOL LIFE

The School believes that class work is enriched by these experiences and that they provide invaluable opportunities for children, staff and parents to learn together. Pupils enjoy exciting excursions to the British Film Institute, Port Lympne, Science Museum, Horniman museum, British museum as well as walking in the local area.

The School fosters an appreciation of, and an involvement in, the local community and pupils are encouraged to learn about, and take part in, fundraising activities for local, national and international charities. In addition, Farringtons offers a huge range of activities, including arts and crafts, football, dance, choir, orchestra, and taekwondo.

Farringtons Interactive Zone (FIZ) is an essential aspect of the Prep School, providing 'wrap around care' for pupils from Pre-Reception to Year 7. FIZ Club has been designed to help parents and guardians balance work and family commitments, while giving children a broad range of experiences, as well as supporting them with their school work.

## Academics

In 2025, at GCSE, all subject areas achieved a series of excellent results, 12 subjects achieved 100% pass rate with 89% of students achieving five good passes including English and Mathematics. Across the board, just shy of 70% of all GCSE grades were awarded at 6-9. In this year group, value-added scores were very impressive, with huge numbers of students going on to achieve marks far higher than predicted when those students joined the school in 2020.

In 2024, at A-Level, the successes of our students were equally well deserved. The school achieved

100% pass rate at A Level. Perhaps more impressively, the rate of grades awarded at A\*/A (or equivalent) was 37%. All Extended Project Qualifications (EPQ) grades were awarded at A\*-B, reflecting the independent study commitment demonstrated by our students reaching for the very best university places.

At Farringtons, all pupils are helped to achieve the best academic results they can. This is true across the school. In the Prep School, year on year, our pupils surpass themselves by achieving results significantly higher than the national average. This is accomplished by dedicated teachers with supportive parents encouraging every pupil to be the best they can be.

## Boarding

Wyvern House is situated within the main school building and is home to both our girl and boy boarders at Farringtons. We currently offer boarding to all our senior year groups; however, most boarders are from years 10 to 13. The house is led by the houseparent and the boarding staff who are supported by the school healthcare team.

## Christian life at Farringtons

Chapel is an integral aspect of life at Farringtons, and a place where both Prep and Senior School pupils' worship regularly. All Chapel worship is inclusive and welcoming for those of different faiths, and also none at all. During worship, the School covers a range of topics which ensure that pupils are aware of local, national and worldwide issues. Pupils are encouraged to tolerate, understand and respect each other.



# HISTORY OF FARRINGTONS

## **Methodist Independent Schools Trust (MIST)**

Farringtons School is part of the Methodist Independent Schools Trust (MIST). MIST has overarching responsibility for 12 independent schools across England and works closely with other independent schools of Methodist foundation elsewhere in the UK and overseas.

MIST provides opportunities for its member schools to work closely together. What is characteristic of all MIST schools is the shared Christian/Methodist ethos. Methodist Schools are inclusive and welcoming communities where individuals are valued, good order is respected, relationships cherished, and where excellence in its widest sense (academic, co-curricular and lifestyle) is pursued.

Methodist Schools encourage a sense of belonging, seek to improve lives and boldly expect the impossible; in Methodist Schools, educational experiences and activities bring mind and heart, intellect and passion together; and Methodist Schools work in mutually beneficial partnerships with each other and the wider Methodist Church.

## **History**

The story of Farringtons School begins in 1908. At that time, there was already a very successful Methodist boys' school in Cambridge, The Leys School, but no equivalent Methodist school for girls – an earlier establishment having closed some years before. A committee was formed to create a school to educate girls in the Methodist tradition, and Farringtons was born as a 'sister school' of The Leys.

After looking at several sites, they settled on buying the land which the School now occupies in Chislehurst. This land had formerly been the site of a small mansion dating back to the 17th

Century. Before it fell into disrepair, the house had been home to several families, including three generations of the Farrington family who lived there during the late 17th and early 18th centuries, and it is from this connection that the school took its original name – Farringtons.

The first school building, originally known as 'School House' but now called 'East House', was constructed and Miss Alice Hollingdrake Davies was appointed as the first Headmistress. She opened her school on Thursday 21 September 1911 with fourteen pupils. Over the next 90 years the School grew and came through the challenges of the World Wars.

In 1994, Farringtons merged with Stratford House – a local girls' school that had opened in Bickley in 1912. Stratford House had a similar ethos to Farringtons and similar traditions, and so the name 'Farringtons and Stratford House' was born. The merged School was soon operating happily as a single unit, colloquially known as FASH, and the pupils continue to proudly wear the Coat of Arms that was granted to Farringtons back in 1928. In September 2004, the School reverted to its original name, Farringtons School.

The Millennium saw further exciting developments. In September 2006, Farringtons became the location for a new nursery development – Busy Bees at Farringtons – providing day care for children aged three months to four years. In 2010 the school accepted boys into Year 7 for the first time. Today Farringtons is fully co-educational and thriving. Over 100 years since it was founded, it still flourishes as a School proud of its rich history and excited about the future.

Further information on Farringtons School can be found on our website.



FARRINGTONS  
SCHOOL

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