



**REDDAM**  
— HOUSE —

BERKSHIRE

**APPLICATION PACK**

**ACADEMIC SUPPORT PERIPATETIC TEACHER**



**SEPTEMBER 2020**

## **ABOUT US**

Reddam House Berkshire is a co-educational, independent school, housed in a Victorian mansion and set in 125 acres of wood and parkland.

Around 600 students between the ages of 3 months and 18 years are registered here (day students and boarders from age 11+). Children are recognised as individuals with unique skills to celebrate and given tailored support and guidance at each stage of their school career. Our structure of Early Learning School, Junior School, Middle School and Senior School means that every year group works with professionals who specialize and enjoy working with the students in their care.

The unique Reddam House philosophy and our formula for success are based to a large degree on the quality and depth of our curricula, cultural and sporting activities and especially our teaching staff, fully recognising that what goes on in the classroom between teacher and student strongly influences the success of the school.

## **THE ROLE**

We are seeking to appoint a committed and dynamic Academic Support Peripatetic Teacher to join our Academic Support Department at Reddam House.

Our Academic Support team work with students identified as having difficulties in literacy, numeracy and study skills. In the Junior School, our teachers support across these curriculum areas, however in the Middle and Senior School, we tend to use subject specialists to support those with difficulties in Maths. Lessons are conducted during the school day and are chargeable in addition to school fees. The Academic Support Department at Reddam House is well regarded and we are delighted to coach our students to achieve their own personal best.

## **PAYMENTS**

This appointment is paid per lesson taught. The hours of availability for a teacher can be discussed in advance of interview but the school requirement is likely to be up to 4 days a week. There may be some flexibility in start and finish times, to suit the ideal candidate.

## **HOW TO APPLY**

For further details please contact Miss G Hanmore at [vacancies@reddamhouse.org.uk](mailto:vacancies@reddamhouse.org.uk).

Alternatively, an application/information pack can be downloaded from <http://reddamhouse.org.uk/> or TES.

**Closing date:** 9am on Friday 7 August 2020

**Reddam House is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed. Appointment is subject to an enhanced Disclosure and Barring Service (DBS) check for regulated activity.**

**NB:** Applications may be considered whilst the post is being advertised. Reddam House reserves the right to close adverts earlier than the stated deadline. We advise early applications are submitted.

## **JOB DESCRIPTION**

**Job Title:** Academic Support Teacher

### **All teaching staff are expected:**

- To promote the school's consciously expressed culture;
- To espouse the fact that it is an independent school with a significant boarding section;
- To acknowledge that the early learning, junior and senior sections constitute one school;
- To be a fluent user of digital technology, to advance and enhance teaching and learning;
- To use differentiation in his/her teaching, enabling all students to reach the highest standards;
- To be sensitive to the complexity of the relationships that pertain within the school;
- To be sensible about expenditure;
- To behave appropriately at all times;
- To accept that he or she bears, as does everyone else connected to the School, a responsibility for marketing it.

### **Every teacher must be committed to the fulfilment of the School's strategic intents:**

- a) In academic matters, to foster and communicate a culture of high expectations, focused on teaching and learning;
- b) In pastoral matters, to ensure that each student is given the individual attention she or he requires;
- c) To recognise that we all in some ways exercise leadership responsibilities; to ensure that any formal leadership or managerial responsibilities he or she holds are fulfilled in such a way that the School's aims are promoted;
- d) To develop one's own professional expertise as fully as possible;
- e) To contribute to making the School welcoming and accessible to the wider community;
- f) To ensure that the resources used in teaching and learning are as good as they can be within the bounds of affordability.

## **Departmental Responsibilities**

Reporting to the Special Educational Co-ordinator, the primary focus of this post will be:

### **Planning, Management and Teaching:**

Teach allocated pupils 1:1 and in small groups to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed;
- Setting tasks which are multi-sensory, achievable to build confidence and consolidate learning;
- Challenging pupils and ensuring high levels of interest;
- Liaising with class teachers and other professionals (e.g. SLT or external agencies);
- Writing IEPs and setting clear targets; building on prior attainment and building in pupil voice.
- Assessing and identifying pupils with disabilities and/or difficulties;
- Providing clear structures for lessons maintaining pace, motivation and challenge; providing opportunities for over-learning;
- Planning successful use of assessment and ensuring coverage of programmes of study;
- Delivering effective multi-sensory teaching with a range of resources and best use of available time;
- Monitoring and intervening to ensure sound learning and discipline.

### **Monitoring, Assessment, Recording, Reporting:**

- Assess how well learning objectives have been achieved and use them to improve future teaching;
- Mark and monitor pupils' work according to the marking policy and set targets for progress;
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- Prepare and present informative reports to parents;
- To fulfil administrative duties in both an efficient and effective manner;
- To participate in the wider life of the School, including trips, activities and in boarding.

### **Additional Duties and Responsibilities**

- To have a working knowledge of teachers' professional duties, legal liabilities and responsibilities;
- To have a working knowledge of all relevant Policies and Procedures;
- To establish effective working relationships with professional colleagues and other staff, as appropriate;
- To be committed to ensuring that every student is given the opportunity to achieve their potential and meet the high expectations set for them;
- To observe and manage all Health and Safety requirements to maintain a safe environment for students, colleagues and parents.

This job description is not intended to be all embracing and the post holder shall be required to carry out any other duties as directed by their line manager, or other members of Senior Management, commensurate with training and experience.

The job holder's responsibility for promoting and safeguarding the welfare of children and young person's for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the School's Safeguarding Policy (including Child Protection Procedures) at all times.

## PERSON SPECIFICATION

### Outline of Key Abilities

You are asked to focus on demonstrating the extent to which you meet each of the selection criteria when writing your personal statement.

Candidates who are shortlisted for interview will also be required to demonstrate their ability to meet the criteria outlined on this Person Specification during the selection process, except for their qualifications; these will be evidenced from the application form and your production of any original relevant certificates at interview.

### Key

<b>Person Specification:</b>	<b>E: Essential</b>	<b>D: Desirable</b>
<b>Demonstrated in one or more of the following:</b>	<b>A: Application Form</b>	<b>R: References</b>
	<b>I: Interview/selection process</b>	

### Qualifications and Experience

		<b>E</b>	<b>D</b>	<b>A</b>	<b>R</b>	<b>I</b>
1.	Excellent academic qualifications to include a good honours degree or equivalent	✓		✓		
2.	Teaching qualifications; PGCE, QTS or equivalent and including a specific learning difficulties qualification		✓	✓		
3.	Willingness to continue to develop own expertise (evidenced through continuing professional development)	✓		✓	✓	✓
4.	Demonstrated track record of producing excellent results across the age range and ability	✓		✓	✓	✓

### Skills and Personal Attributes

		<b>E</b>	<b>D</b>	<b>A</b>	<b>R</b>	<b>I</b>
1.	Excellent interpersonal skills. Ability to work both collaboratively and independently	✓			✓	✓
2.	Excellent organisational and administrative skills – ability to plan, prioritise and manage a varied workload	✓		✓		✓
3.	Competence in the use of ICT to support learning and willingness to learn new method of using ICT in the classroom	✓		✓		✓
4.	An exceptional rapport and empathy with children, shown by treating them with dignity	✓				✓
5.	An ability to persuade, negotiate, motivate and consult	✓				✓

6.	A belief in valuing each individual student and responding to their needs, fostering positive relationships with the students	✓				✓
7.	Ability to build good relationships with students and colleagues	✓				✓
8.	Strong interpersonal and communication skills	✓				✓
9.	Capacity for working under pressure	✓				✓
10.	Resilience and a sense of humour	✓				✓
11.	A commitment to professional development and a demonstrated record of having kept abreast of recent, relevant educational methodology	✓				✓
12.	Dynamic personality with a professional demeanour that creates a nurturing educational environment	✓				✓