



READING BLUE COAT SCHOOL

VACANCY PROFILE INFORMATION PACK

TEACHER OF LEARNING SUPPORT



Closing date for applications: 10 September 2018

Interviews will be held during the week of 17 September 2018, although suitable candidates may be seen sooner.

Applications may be submitted by CV or School Academic Staff Application Form, which can be downloaded from our website "Vacancies" page www.rbc.org.uk/vacancies/

This should be submitted with your letter of application, by email to recruitment@rbc.org.uk. You will be required to complete an Application Form if invited to attend an interview.

Contact for questions about the application process should be addressed to: Mr Ian King, HR Manager, Reading Blue Coat School, Holme Park, Sonning Lane, Sonning-on-Thames, RG4 6SU.



READING BLUE COAT SCHOOL

BACKGROUND

Reading Blue Coat School (RBCS) is a leading independent day school with 760 pupils. Boys aged 11 – 18 and girls aged 16 – 18. The School was founded in 1646 by Richard Aldworth, a merchant of The Skinners' Company and a Governor of Christ's Hospital. The School was established near St Mary's Minster Church in Reading and was originally known by its historic name of Aldworth's Hospital.

In 1947, Reading Blue Coat School moved to the magnificent 46 acre estate of Holme Park in the Berkshire Thames side village of Sonning, four miles east of Reading, where it remains today. The ethos of the School derives from its Christian foundation and traditions, fostering care and consideration within the community. The School aims to provide a stimulating and friendly atmosphere in which each pupil can realise his or her full intellectual, physical and creative potential. Pupils are encouraged to be self-reliant and adaptable, and the School intends that they will learn the basis of good citizenship, founded on honesty, fairness and understanding of the needs of others. The curriculum provides a balanced blend of academic and non-academic activities that combine to meet these objectives.

The School employs in excess of 160 salaried staff, of whom about 50% are academic staff.

FACILITIES

The School enjoys excellent facilities and continues to invest in the site.

Key developments over the past five years include;

- the Richard Aldworth Building, a 25-classroom block that provides first-class teaching facilities for a number of major departments including English, Mathematics, Modern Languages, Classics, Geography, Art and a common room for Middle School pupils with views over the sports pitches;
- the Sixth Form Centre;
- a Psychology and Geology Centre;
- a riverside boathouse;
- an IT Centre;
- a Design & Technology Centre;
- a Drama Studio;
- and various other amenities have been completed.

The new buildings add to an already impressive list of facilities including the Sports Complex, the Science Centre, Reception and the Messer Building.

The Governors have further ambitions for the School and we have planning permission for the next phase in our development which will include:

- a new Grounds, Maintenance and Activities Centre;
- a new Performing Arts Centre.

ACADEMIC LIFE

The academic curriculum at Reading Blue Coat is based on the principle that all pupils should experience a broad and balanced range of basic subjects and skills. From Year 9 onwards, this range is gradually modified, by elements of choice, enabling both the interests and aptitudes of individual pupils to be reflected. Most lessons are taught initially in classes of mixed ability, although setting occurs in Mathematics and French in Year 7, Languages in Year 8 and Science in Year 10.



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Geology is also a thriving subject, with a new Geology and Psychology Centre supporting the increased levels of interest.

In Year 11, all pupils take qualifications in English, Maths and Science (all IGCSE) and a Modern Foreign Language. They also take three GCSEs from a broad range of eleven subjects. All pupils take a GCSE in Religious Studies in Year 10.

In the Sixth Form pupils can choose from a range of 24 subjects, including subjects most will not have studied before, such as Economics, Government and Politics and Psychology. Enrichment opportunities in the Sixth Form include the Extended Project Qualification (EPQ), visiting speakers and the School's own UP (university preparation) programme. Reading Blue Coat School always seeks to stretch and challenge pupils and the School's Learning Support Department ensure that pupils with specific learning needs are supported effectively.

The School's Learning Research Group ensures a sustained focus on developing teachers and pedagogical enrichment. 2017 academic results were impressive; the A Level results were Blue Coat's best ever with 82.7% achieving A*-B and at GCSE the School has achieved 90% A*- B five years running.

Virtually all Year 13 leavers proceed to degree courses at universities of which approximately 70% go to the Russell Group of universities. Each year, four or five students attain places at Oxbridge. In 2017 just under 90% of students achieved places at their preferred university.

PASTORAL

Pastoral care focused on the individual is at the heart of the School. Reading Blue Coat's pastoral structure is based around the tutorial system within the framework of four houses: Aldworth, Hall, Malthus and Rich. All pupils are part of a tutor group that is overseen by a member of staff who is responsible for their well-being and the development of their character and intellectual curiosity. The School prides itself on mutual respect, tolerance and courtesy, and all activities seek to strengthen these values. The house system enables pupils to take part in activities that foster the development of these ideals through music, sport, drama and public speaking.

SPORT

Reading Blue Coat has an enviable reputation both locally and nationally for the high quality of its sporting teams. Sport plays a key role in developing every pupil's potential – physical fitness and skill, teamwork and learning how to win and lose. Sports are coached to a very high level while providing for, and encouraging, those for whom participation rather than excellence is important. Major sports are rowing, rugby, netball, football, cricket, tennis and athletics. Other sports include golf, squash, cross country, climbing, weight training, touch rugby, shooting and archery.

DRAMA, MUSIC AND THE ARTS

Reading Blue Coat School has a reputation for drama performances of the highest quality, with an extensive programme of performances throughout the year. The main expressions of artistic undertakings at Reading Blue Coat are music, drama, public speaking and painting. Pupils' endeavours in the arts are highly successful and widely acclaimed, including internationally. Music is at the heart of the School; all boys are auditioned for the choir and many learn a musical instrument. The breadth and depth of musical and dramatic talent at the School is evident in the wide range of plays, concerts, "Swing into Summer time" – an outdoor festival of the arts, and other eclectic events that take place across the year.



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CO-CURRICULAR

Co-curricular activities are designed to enable pupils to develop practical and social skills such as leadership, enterprise and communication. As part of the extensive co-curricular programme, Reading Blue Coat School offers a number of exciting options from which pupils can choose for their weekly activities session. Activities offered include Combined Cadet Force (all services), Duke of Edinburgh, Young Enterprise, Film Club, Archery, Creative Writing and Journalism.

COMMUNITY

Reading Blue Coat pupils are encouraged to be aware of their place in the wider world and to show consideration for all those with whom they come into contact. These principles are based on the ideas handed down by our founder, Richard Aldworth. Today the School has strong links with the wider community and pupils have many opportunities to engage with the world beyond the School gates. The Sports Leaders programme is particularly popular, as it prepares Sixth Formers to go out into primary schools in Sonning, Caversham and Maidenhead to coach a number of sports. Reading Blue Coat's Primary Schools Placement programme also gives pupils the opportunity to assist with tuition in Maths, English and languages in local primary schools and A Level Philosophy pupils have delivered an introduction to Philosophy in a nearby school. Further afield, the School has an established partnership with a school in Ghana.

Further information is available on the School's website at www.rbc.org.uk.

Contact for questions about careers at the School and the application process should be addressed to: Mr Ian King, HR Manager, Reading Blue Coat School, Holme Park, Sonning Lane, Sonning-on-Thames, RG4 6SU or by email to recruitment@rbc.org.uk



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DEPARTMENT DESCRIPTION

LEARNING SUPPORT DEPARTMENT

The Learning Support department aims to help students where a difficulty or disability, temporary or persistent, impedes progress of learning at the rate of peers or most children of the same chronological age.

In carrying out and monitoring the Learning Support Policy day to day, the department aims to provide high quality, flexible support whether short term or more extended in line with the Graduated Response for those with additional needs, in pursuit of their individual academic and co-curricular goals at Reading Blue Coat School. The department works with due regard to the guidelines of the Special Educational Needs Code of Practice 2014 and Equality Act 2010.

The diverse range of additional needs under the care of the department includes: Asperger's, ADD, Dyslexia, Dyspraxia, Executive Function difficulties, Handwriting and Fine motor control difficulties, low processing speed, sensory processing disorder, visual processing difficulties, hearing impairment and acute anxiety. Typically 15-20% of a year group is supported by the department or holds an exam access arrangement.

The department advises and supports colleagues working with students with these needs and communicates effectively with parents to best support the student via a trusted partnership between home and school.

For an informal telephone conversation about the role, contact Mrs Sarah Berry, Head of Learning Support, on 0118 944 1005 or email seb@rbc.org.uk.



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ROLE DESCRIPTION

TEACHER OF LEARNING SUPPORT

Line Manager: Head of Learning Support

Department: Learning Support

Description of the Post:

Efficiently execute such responsibilities as are assigned by the Headmaster or his assignee: this involves teaching duties and non-teaching duties as are reasonably expected with regard to the functions listed under Duties and Particular Duties. Be familiar with and implement all policies and procedures as are set out in the Staff Handbook and other School documentation.

Duties:

Specific to Learning Support

- Inform and deliver study skills strategies to Lower School students within small groups as directed by Head of Learning Support, to develop pupils' ability to work independently.
- Monitor and assess progress of pupils.
- Keep accurate records of teaching and learning activities.
- Provide regular one-on-one support to students in line with the graduated response to additional needs as directed by Head of Learning Support.
- Provide ad hoc individual support to students (e.g. a series of 3-6 meetings) as advised by the Head of Learning Support.
- Collect and process specialist assessment results from department & school systems.
- Assess, monitor and review cases or referrals to the department as directed by the Head of Learning Support.
- Assist in preparation of exam access arrangements applications.
- Assist in writing Individual Learning Plans as directed by Head of Learning Support.
- Assist with baseline assessment of new pupils.
- Work with individuals or small groups in the Lower School as directed by the Head of Learning Support.
- Assist with internal exams as directed by Head of Learning Support.
- Contribute to updating of the database and register of needs.
- Attend and contribute to departmental meetings and carry out tasks as assigned by Head of Learning Support.
- Maintain membership of professional bodies pertaining to qualifications in Specific Learning Difficulty.



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Other duties:

- Departmental duties and those relevant to whole school as directed by Head of Learning Support.
- To contribute to the development of subject and pastoral teams.
- To put into practice school policies
- To support and maintain the agreed codes and discipline policy consistently and fairly.
- To plan, prepare and deliver the curriculum in the subjects for which he/she is responsible, including the setting and marking of homework as appropriate.
- To accept a measure of administrative responsibility.
- To engage in such supervisory activities as may be reasonably required.
- To undertake professional development as part of a continuous process of career progress.
- To act as a member of the staff team in general school life.
- To assist in maintaining discipline throughout the school consistently according to the policy laid down.
- To attend meetings, parents' evenings and other functions as appropriate.
- To meet all deadlines reasonably required.
- To keep informed of up to date research and legislation.
- To ensure that personal behaviour, dress, appearance and time keeping is commensurate with the high standards expected of all members of the school community.

Pupil Organisation and Curriculum Delivery

- To plan, prepare and deliver appropriate learning experiences, making full use of the resources available.
- To ensure that the work planned is suitably differentiated to meet the needs of all the pupils, and to have high level expectations within the differentiation.
- To be prepared to use personal expertise on behalf of any pupil or group of pupils as may be reasonably expected.
- To maintain personal and official records of pupils' development and to write reports where appropriate.

Professional Development

- To attend staff and other meetings, as appropriate.
- To maintain personal professional development by attending such courses/seminars as may be available and appropriate including school-focused INSET.
- To be prepared to join appropriate curriculum working parties.
- To undertake professional self-assessment and appraisal.



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Administration:

- To undertake administrative duties as directed by the Head of Learning Support.
- To support home-school relationships and to liaise with parents as appropriate under the direction of Head of Learning Support.
- To provide assistance in the smooth running of the school as may reasonably be expected.

Additional Duties

- The post holder is responsible for promoting and safeguarding the welfare of pupils at the school.
- The post holder is responsible for using technical and operational knowledge to ensure a safe environment.

Please note that this Job Description is not exhaustive and the employee may be expected to undertake additional duties if required.



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PERSON SPECIFICATION

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The person specification focuses on the knowledge, skills, experience and qualifications required to undertake the role effectively. It is expected that the successful applicant will have and can demonstrate:

Knowledge, Skills And Experience

- Proven excellence as a teacher of Specific Learning Difficulties of individuals or groups, in a similar secondary phase setting. E
- Breadth of experience in supporting a range of Specific Learning Difficulties including ADD & executive function difficulties. D
- Expertise in selecting and efficiently implementing psychometric tests for assessment of specific learning difficulty (working knowledge of psychometric tests Level 5). E
- Thorough grounding in preparing the JCQ Exams Access Arrangements application process. E
- Proficiency in monitoring student progress to potential, in line with in-house systems of academic tracking. E
- Expertise in interpreting Educational Psychologist reports & those from other external agencies. D
- Confidence in clear communication of complex matters verbally and in writing to staff, parents and students. E
- Encouraging students facing challenges to maintain a growth mindset. E
- Maintenance of exemplary records of lesson content & student performance when teaching, to be shared with the Head of Learning Support. E
- Excellence in organisation and planning, including time keeping and working to deadlines. E
- Experience of teaching English as an Additional Language (EAL) will be helpful. D
- Excellent IT skills. E
- Touch typing. D

Personal Attributes

- Approachable demeanour with a positive, can-do outlook. E
- Ability to work flexibly in a small team. E
- Warm, considered and tactful interaction with staff and students. E
- Discretion in dealing with Learning Support matters at all times. E
- Dedicated, enthusiastic & hardworking. E
- Sensitivity in handling the co-occurrence of learning and wellbeing matters. E
- Emotional resilience and stamina. E
- Advocacy in supporting additional needs. E
- Resourceful and pro-active. E



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- Adaptability to changing circumstances. E

Qualifications

- Post graduate Diploma in Specific Learning Difficulties (Dyslexia) Level 5 E
- Post graduate Diploma in Specific Learning Difficulties (Dyslexia) Level 7 D
- Qualification in Teaching English to speakers of other languages, such as TEFL or CELTA would be helpful. D

Requirement

E - Essential

D – Desirable



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SUMMARY TERMS & CONDITIONS OF EMPLOYMENT AND BENEFITS

- **Contract Status:** Permanent contract. Commencing 30 October 2018 or 4 January 2019.
- **Salary:** The School has its own salary scale. Starting salary will depend on the experience and qualifications of the successful candidate. The Governors review salary scales each year to ensure they remain competitive. Annual salary is paid by bank transfer on the 25th of the month, or next working day thereafter, in 12 equal payments.
- **Place of Work:** Reading Blue Coat School, Sonning on Thames, Berkshire.
- **Working hours:** Full time, from 08:30 to 16:20, Monday to Friday, with 60 minute meal break.

Although a full time appointment is preferred, fewer hours may be considered for an outstanding candidate if requested.

Additional hours will be required for the delivery of co-curricular activities; school events; open evenings; parents' evenings; etc.
- **Leave entitlement:** School holidays in accordance with the published School calendar.
- **Pension:** Membership of the contributory Teachers Pension Scheme (employee contribution between 7.4% and 11.7%, dependent on salary; employer contribution currently 16.48%).
- **Meals:** Lunch and refreshments are provided free of charge by the School.
- **Parking:** Free Car parking is available on site.
- **Cycle Scheme:** Tax free Cycle to Work Scheme is offered by salary sacrifice.
- **Discounts:** Reduction in RBCS school fees for employees' children offered after 6 months service.
 - 50% reduction for all full time staff, pro-rated for part time staff
 - Fees (from 1 September 2018) are £5,565 per term
- **Sports facilities** Free membership of the School Sports Centre with access to fully equipped gym and swimming pool.
- **Employee Assistance Programme:** Confidential independent support service available to staff when you most need it.
- **Professional Development:** Strong commitment to support professional development, overseen by Deputy Head (Staff) and people development budget.



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POLICY STATEMENT

CHILD PROTECTION

- Reading Blue Coat School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- This post may involve unsupervised contact with children and young people.
- The successful candidate will be required to undertake the Disclosure & Barring Service (DBS) enhanced criminal records clearance process.

Interview

- The selection process will test and assess the above issues. As required by regulation, the interview will be based on;
 - 'competency questioning',
 - and where appropriate will address: the candidate's attitude towards children and young people;
 - his/her ability to support the School's agenda for safeguarding and promoting the welfare of children;
 - gaps in his/her employment history;
 - Concerns or discrepancies arising from the information provided by the candidate and/or a referee.
- In addition to the candidates' ability to perform the duties of the post, the interview will also explore related issues including:
 - motivation to work with children and young people;
 - ability to form and maintain appropriate relationships and personal boundaries with children and young people;
 - emotional resilience in working with challenging behaviours;
 - Attitudes to use of authority and maintaining discipline.

Recruitment, selection and disclosure policy and procedure

- Candidates are advised to read the School's policy on recruitment, selection and disclosure before submitting an application for employment. This can be downloaded on the School website, "Vacancies" page.