



SHERBORNE

APPOINTMENT OF
HEAD OF LEARNING SUPPORT

September 2018



AN INTRODUCTION TO SHERBORNE

Sherborne is a boys' independent school situated in the shadow of Sherborne Abbey. Founded by Royal Charter in 1550, the School has roots going back to the origins of the See of Sherborne in 705.

There are eight boarding houses accommodating a total of about 550 boys aged 13-18.

Sherborne School is an extraordinary community with a rich heritage and an ambitious outlook. The boys are talented, engaged and interesting, and staff are likewise. The co-curricular provision is of outstanding breadth and quality.

Our distinctive features

- **A full-boarding environment** where boys live, work and study together seven days a week during term time. This generates a sense of community and purpose, and ensures there is plenty of time away from the classroom for boys to play, reflect, socialise and develop their talents
- **An all-boys education.** Shirkburnians are allowed to be boys – something that we believe is essential to their growth
- **A strong partnership with Sherborne Girls,** meaning our boys can socialise with girls and occasionally study alongside them, while enjoying the benefits of a single-sex education
- **A unique location** in a beautiful market town that is peaceful and safe, without being sleepy, and has excellent transport links to London
- **Outstanding opportunities to excel,** whether academically or in co-curricular activities. We are ambitious for our boys: with our help, they go on to achieve great things as evidenced by the highly distinctive and diverse alumni record

Dr Dominic Luckett
Headmaster and Chief Executive



ACADEMIC EXCELLENCE

Academic excellence lies at the core of the educational experience provided at Sherborne. Our boys are challenged and supported to realise their full academic potential and we are proud of their achievements.

In 2017, 75% of all A level entries were A*-B grades, as were 90% of GCSE grades. Nearly 70% of A level grades were A* or A, with nearly two thirds at GCSE. These results are particularly impressive given that our A Level "Value-Added" scores are also exceptionally high, indicating that our boys make outstanding academic progress during their time at Sherborne.

We expect our teachers to prepare and teach lessons of the highest quality, engaging and inspiring the boys to work hard and pursue excellence. Teachers also need to develop relationships such that boys cultivate the personal habits of mind and character that underpin a lifelong love of learning. Our boys are individuals; teaching, feedback and monitoring progress must be tailored carefully to their needs.

We recognise that this quality of teaching requires support. We have a very generously funded INSET programme, lively ongoing professional dialogue, including our own in-house teaching strategies magazine and an appraisal system which emphasises professional development.

THE BOYS ARE FOCUSED AND HIGHLY CO-OPERATIVE LEARNERS
WHO ENJOY AND APPRECIATE THE TEACHING THEY RECEIVE.

ISI INSPECTION 2015



CO-CURRICULAR

At Sherborne, we aim to feed the boys' minds, bodies and spirits. Our cocurricular programme operates alongside, and in conjunction with, our curriculum to ensure variety, breadth and depth to the boys' development.

Sport is an integral part of the boys' lives and plays an important role in their personal growth and development. They achieve excellence not only in the major sports of Rugby, Hockey, Football and Cricket but also benefit from opportunities in a wide range of equestrian and water sports together with fives, shooting, golf, fencing, climbing, judo, cycling and other games.

Music is at the very centre of life for Shirburnians, and Sherborne is a community where music is celebrated and opportunities to develop new skills abound. We were named "Top Independent School for Music" by The Week in 2015.

Drama plays an important role at Sherborne, with at least six productions each year. We are proud to number Sir Richard Eyre, Jeremy Irons and Hugh Bonneville among our alumni, helping to inspire every boy to develop his talents.

The CCF, Duke of Edinburgh and other outdoor education opportunities are highly popular and key to our aim of developing leadership qualities within each boy.

Countless other clubs, societies and activities provide the boys with a rich and stimulating environment. Every teacher is expected to contribute significantly to the co-curricular programme and there are a wide variety of ways in which to do this.





BOARDING AND PASTORAL CARE

We pride ourselves on delivering the highest standards of pastoral care. The close-knit House system is an integral part of School life, and provides a strong support network for all our pupils.

Every teacher is attached to a boarding House and has the opportunity to support and nurture the boys in this home-from-home. Teachers are involved in accompanying House trips, attending House socials and undertake an evening duty in House each week.

Each teacher is also tutor to a small group of boys, meeting them each week. These meetings build good relationships between staff and boys and are essential to the long-term success of the School. Patience, consistency, discretion and empathy are some of the qualities a tutor should have in order to promote the boys' all-round development.



THE SCHOOL'S BOARDING ETHOS IS INVALUABLE IN CHARACTER BUILDING, FOSTERING INDEPENDENCE AND ENCOURAGING A HEALTHY LIFESTYLE. THE BOARDING EXPERIENCE MAKES A STRONG CONTRIBUTION TO THE PERSONAL DEVELOPMENT OF BOARDERS

ISI INSPECTION 2015



SPIRITUAL LIFE

As a community based upon Christian values and with a heritage stretching back to our Benedictine foundation, the spiritual life of Sherborne permeates much of what we do and who we are.

We have twice-weekly whole School services in the historic Sherborne Abbey as well as various other services in our own School Chapel. Additional voluntary services are exceptionally well attended; we regularly have over fifty boys attending our voluntary Friday night Eucharist.

Boys and staff of all faiths and none are welcome at Sherborne. Members of the teaching staff are expected to attend some compulsory services and to support the Christian values which underpin School life.



LIVING AND WORKING AT SHERBORNE

Located in one of Dorset's most picturesque towns and set amidst rolling countryside, our School is inseparable from the town that shares its name.

Working in a boarding school is a privilege, but it is also demanding, with days that sometimes extend well into the evening. In some ways however, the pace is more gentle than in a day school and there is time to meet friends for a coffee or do a bit of shopping in the boutiques of Cheap Street.

The common room is enormously supportive and we have a comprehensive induction programme for new staff which extends throughout the first year. We run an NQT programme accredited by ISTip and a PGCE course in conjunction with the University of Buckingham.

The School has its own generous salary scale and all staff are entitled to reduced fee membership of the gym and swimming pool.

During term time, staff are able to take meals in the Dining Hall.



A UNIQUE EDUCATION IN A UNIQUE LOCATION



SAFEGUARDING

All young people deserve the right to live and learn in a safe and happy environment.

All Sherborne School staff share the responsibility to promote and safeguard the welfare of children and young people for whom they are responsible or with whom they come into contact. In doing so, staff are expected at all times to adhere to and ensure compliance with the School's Safeguarding Policy. If any member of staff becomes aware of any actual or potential risks to the safety or welfare of children in the School, they must report any concerns to the School's Designated Safeguarding Lead or the Headmaster.

We have a strong Safeguarding culture and all staff are required to attend regular training and updates.

As Sherborne School is registered to ask 'exempted questions' under the Rehabilitation of Offenders Act 1974, successful applicants will be subject to receipt of a satisfactory criminal record check from the Disclosure and Barring Service before the appointment is confirmed. This will include details of cautions, reprimands or final warnings. This post is also subject to receipt of two satisfactory written references, one of which must be from your current or most recent employer.

LEARNING SUPPORT DEPARTMENT

There are currently three highly-qualified and experienced, full-time members of the Learning Support Department, including the Head of Department. A fourth member of the team works four days a week and is a level 7 qualified specialist assessor. She currently oversees our in-house assessment programme; she supports the Head of Department and the Exams Officer in determining the appropriate provision for access arrangements; and she also closely assists the Head of Department in the completion and submission of Form 8 applications to JCQ. In addition to this kernel of four, two colleagues from the Maths and English Departments also teach in the Learning Support Department and, although precise contributions vary from year to year, about half of their teaching timetables will normally be made up from Learning Support lessons in a typical year. There is a possibility that the Maths specialist will take a full-time role within Learning Support from next year, although this arrangement has yet to be finalised.

All members of the department contribute on a day-to-day basis with ideas for development of the subject, using each other's areas of expertise. Each teacher contributes across the full age and ability range, and, in addition to meetings and other duties, a Learning Support teacher would normally expect to teach in the region of 40 x 45min lessons each week, the majority of which would comprise one-to-one timetabled lessons. Each teacher of Learning Support is also expected to complete approximately 8hrs of additional planning and administration each week.

The skills, qualifications, training and experience of the Learning Support team cover a range of disciplines, including Science, English and Maths. Whilst we would expect the Head of Learning Support to be able to lead in all of these areas, specialist experience of either Maths or English would be desirable. Similarly, although not absolutely essential, it would be desirable for the successful Head of Department to have completed post-graduate qualifications in specialist assessment equivalent to Level 7 (either via AMBDA or APC Level), and / or to hold a SpLD Assessment Practising Certificate (awarded by the BDA, Dyslexia Action or Patoss).

Led by the Head of Department, the Learning Support team have built up excellent relationships with the SENCos of a large number of local Prep and other feeder schools. These close relationships help boys to make a smooth transition between schools whilst ensuring, where necessary, that continuity of SEN support is maintained. The department also conducts a full screening process for all Third Form when they join the School, which helps to highlight boys who may have previously unidentified SEN, whose needs have changed, or simply those boys who require some extra support.

The Learning Support Department liaises closely with the academic departments and House- and boarding teams, either through regular case conferences, meetings with tutors or attendance at Parent-Teacher meetings. Over the last two year the Head of Department has also taken an increasing role outside of the department, contributing to lesson observation programmes and implementing a programme of twilight INSET, which included training on strategies for differentiation, helping boys with dyslexia and how to manage ADHD in a 24/7 school environment. The Head of Department also recently organised a very successful Revision Workshop for parents and boys in the Fifth Form, which we would like to develop further next year. There is significant scope to contribute to whole-school strategy and a willingness work collaboratively in this regard would be desirable.

The Learning Support Department is housed within the West Lodge: a large, converted town house, whose environs help significantly to engender the friendly, warm ambience that exists within the department. West Lodge has 4 well-resourced teaching rooms, each complete with computers and other interactive learning aids. One room contains a resource library and meeting facilities and another is kitted out with a large, high definition interactive whiteboard and projector, which the team use regularly in their teaching. There is also a kitchenette and facilities for making food and drinks. The atmosphere of the department is enthusiastic and positive. It is a department that teachers and students enjoy being part of, and all members are willing to contribute to its continued success.

EXPECTATIONS OF A HEAD OF DEPARTMENT AT SHERBORNE SCHOOL

Heads of Department play a leading role in pursuing the academic objectives of the School, which include an expectation that:

- All boys will aspire to their full potential.
- All boys will be closely monitored and staff will be managed professionally so that all can flourish.

Heads of Department at Sherborne are expected to manage their departments through effective leadership and monitoring, enabling and encouraging all members of their department to work together towards common goals.

In order to achieve this, a Head of Department will need to undertake specific tasks. These tasks are likely to include most or all of those listed below, but this list is not exhaustive.

Key areas of responsibility:

A. Strategic development and academic direction

- Establishing, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the department which contribute to whole school aims, policies and practices, seeing the department as an integral part of the school, maintaining a 'whole school' perspective.
- Writing in collaboration with relevant colleagues a Department Development Plan.
- Setting an example of high quality teaching and learning in the subject and encouraging a culture of mutual lesson observations.
- Maintaining an awareness of existing, new and changing legislation (e.g. Health and Safety, Risk Assessment etc) and meeting the requirements.

B. Overall responsibility for boys' learning

- Monitoring progress and evaluating the effects on teaching and learning by working alongside colleagues, analysing work and outcomes.
- Evaluating the teaching of the subject in the school using this analysis to identify effective practice and areas for improvement.
- Establishing and implementing clear departmental practices for assessing, recording and reporting on boys' achievement (in line with School Policies) and for using this information to recognise achievement and to assist boys in setting targets.
- Using data effectively to identify boys who are under-achieving and offering effective support for those boys.
- Working towards the development of boys' individual and collaborative study skills necessary for them to become increasingly independent in their work.
- Ensuring effective preparation for public examinations and ensuring that all examination regulations are made clear to boys and to colleagues and followed precisely.

- Ensuring that coursework is administered and moderated effectively and that all of the examination regulations are made aware to boys and colleagues and are followed precisely.
- Marking, setting and monitoring entrance examinations.
- Coordinating internal examinations and assessments.
- Encouraging effective use of further resources such as the Library, internet, ICT, etc

C. Management and support of the department team

- Providing pastoral and professional support for colleagues, including taking a lead in supporting their professional development.
- Carrying out the appraisals of departmental colleagues.
- Supporting new members of staff in line with the School's Induction procedures.
- Monitoring the quality of teaching and reacting as necessary to any concerns.
- Chairing and running regular departmental meetings.
- Advising the timetabler and the Deputy Head (Academic) on which teachers to deploy to which teaching sets.
- Overseeing and supporting ancillary staff, technicians etc.
- Ensuring that matters of routine administration are carried out efficiently, delegating effectively and fairly as appropriate.

D. Development and maintenance of department resources

- Managing the Departmental budget.
- Developing and sharing resources, incl. ICT.
- Producing and maintaining schemes of work.
- Monitoring of stock, apparatus, equipment etc.
- Keeping abreast of national developments in the subject and its assessment.
- Creation and maintenance of a Departmental handbook.

E. Representing and promoting the department within and beyond the school

- Liaison with other departments.
- Representing the Department to the Senior Team, Governors etc.
- Liaison with feeder schools.
- Handling subject specific parental enquiries.
- Liaison with the examinations officer in external exam preparation.
- Liaison, where appropriate, with the local community.
- Liaison with fellow departments elsewhere – e.g. Eton Group, Sherborne schools etc.



JOB DESCRIPTION: TEACHER

The successful applicant will have an enthusiasm for the subject and for teaching, and is likely to take responsibility for a number of classes across the age and ability range of the pupils in the School. He or she should expect to:

- work independently as an effective, classroom practitioner, directing and being responsible for the learning of each allocated set of pupils, for each academic year.
- develop and maintain effective working relationships with pupils, teaching staff, Senior Leadership Team and housemasters.
- be able to design every lesson individually, to a high standard, conforming to the scheme of work laid out in the department's working document.
- communicate articulately, positively and sensitively to pupils of different ability and age, developing a working relationship of mutual trust and respect.
- use an appropriate range of resources and strategies in teaching to facilitate good learning.
- organise and manage time effectively to meet the demands of the teaching week.
- monitor the progress of all pupils, giving constructive feedback.
- be aware of different pupils' educational needs and direct teaching and learning appropriately.
- be accountable to the Head of Department for all routine activities throughout the working week and give feedback on any pupil, staff or organisational issues.
- be accountable to the Head of Department and Senior Leadership Team for external examination results.
- work as part of a team in the development of new course material its implementation.
- show evidence of and a continuing interest in professional and personal development.
- share resources and "best-practice" with the rest of the department.
- cover lessons for absent colleagues within and beyond the department.

In addition, the post-holder will be expected to contribute to the co-curricular life of the School and tutor a small group of boys. Duties will include an evening in a boarding house each week as well as occasional duties in the dining hall, the Abbey, at weekend socials, accompanying trips and acting as a 'Proctor' around the town. This is not an exhaustive list of duties expected by the School, but does give a good flavour of its expectations. All teachers are expected to fulfil any reasonable request made by the Headmaster.

PERSON SPECIFICATION

The Headmaster wishes to appoint a dynamic and well-qualified graduate to lead the Learning Support Department from September 2018. This is a full-time post. All appointments are probationary for a period of one year. The successful candidate be a qualified SENCo and will be able to teach boys across the full age range. Training as a level 7 specialist assessor is desirable, as is a background in either Maths or English. The capacity and imagination to inspire, guide and challenge boys of all ages and abilities is essential, as is the ability to lead others.

We are looking to appoint a person who in interview and by virtue of their qualifications and experience best demonstrates that he/she:

- is suitably qualified for the responsibilities of the post
- has the ability to fulfil the responsibilities of the post with energy, enthusiasm and excellence
- has strong interpersonal and communication skills
- has good listening skills and respect for all boys
- has the ability to explain clearly and has good presentation skills
- has the ability to form relationships and to motivate teenage boys
- has the ability to generate enthusiasm for the work of the Department
- has the ability to achieve high standards:
- in teaching effectively throughout the age and ability range
- in subject knowledge and application
- in classroom management
- in assessment, recording and reporting students' progress
- is willing to be involved in the co-curricular life of the school
- has a commitment to personal and professional development
- has a sense of humour

The offer of appointment at Sherborne School is conditional upon the provision of a medical report which satisfies the senior School Doctor. Please note that all areas of the School, both internal and external, operate a no-smoking policy (including company vehicles).

SALARY AND PENSION

Salary will be dependent upon experience. Sherborne School has its own salary scale. Reasonable relocation expenses will be offered. All teachers automatically become members of the Teachers' Pension Scheme, unless they specifically request to opt out. Further details are available upon request. Teachers are entitled to take holiday during the usual Sherborne School holiday periods; holiday cannot be taken during Sherborne School term time. In addition, teachers may be required by the Headmaster, upon reasonable notice, to work for varying short periods after the end and before the beginning of any term.

HOW TO APPLY

A letter of application together with a completed application form and the names, with contact details, of two referees should be sent to the Recruitment Manager, Mrs Samantha Belgeonne, at Sherborne School, Abbey Road, Sherborne, Dorset DT9 3AP.

Electronic applications should be sent to: HR@sherborne.org

Applicants selected for interview will be informed within a week of the closing date for application. Applicants who have not heard from the School by this time must assume that, on this occasion, their application has been unsuccessful. Candidates short-listed for interview will be required to bring proof of qualifications and their right to work in the UK to interview.

Closing date: 9am on Monday 12 March 2018

Interview date: Interviews are likely to be held on Tuesday 20 March 2018

MANY THINGS HERE ARE SIMPLY WORLD CLASS.
HIGH ACADEMIC EXPECTATIONS AND OUTSTANDING
PASTORAL CARE ARE, AND MUST REMAIN, THE BEDROCK
OF A SHERBORNE EDUCATION. OUR MUSICAL, ARTISTIC
AND SPORTING PROVISION IS OUTSTANDING AND ALL
OUR BOYS HAVE ACCESS TO AN EXTRAORDINARY
RANGE OF CO-CURRICULAR OPPORTUNITIES.

DOMINIC LUCKETT - HEADMASTER AND CEO

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