

CANDIDATE INFORMATION BROCHURE



SEDBERGH
SCHOOL

FOUNDED 1525

LEARNING SUPPORT TEACHING
ASSISTANT (1:1)

SEPTEMBER 2023

FULL-TIME/FIXED-TERM/TERM TIME ONLY



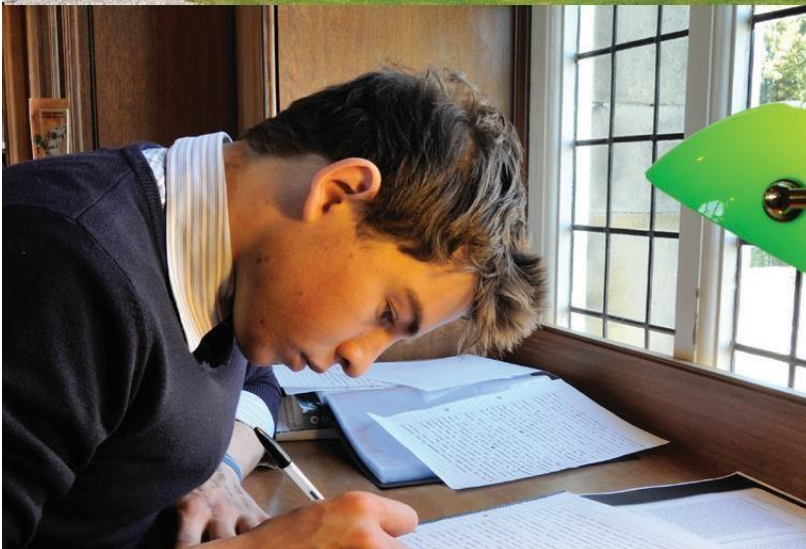
THE SCHOOL

Sedbergh School, founded in 1525 by Roger Lupton, Provost of Eton, is an Independent Co-educational Boarding School. The Headmaster is a member of the Headmasters' and Headmistresses' Conference. Set in the spectacular Yorkshire Dales National Park, the School also benefits from fast motorway and rail access to the rest of the UK.

The School is a vibrant, demanding and supportive community which encourages pupils and staff to be involved in as broad a range of activities and interests as possible. Art, Drama and Music are especially strong, and the School has a national reputation for Sport. Sedbergh has its own Prep School, located approximately nine miles away at Casterton.

The Headmaster, Mr D J Harrison MA(Cantab), has overall responsibility for both Schools and is supported by a number of senior managers. Mr W R Newman BA(Ed) MA, is the Headmaster of Casterton, Sedbergh Prep School.

We are now seeking to appoint an experienced Teaching Assistant (1:1) to work within the Learning Support Department under the direction of the Head of Learning Support. The role will commence in September 2023. The role will initially be on a fixed-term basis, but has the potential to be made permanent.



OUR LOCATION

Only 90 minutes driving from almost every major city in the North, Casterton, Sedbergh Prep School is a world away from the temptations and pressures of urban life.



By Air

Casterton is within 90 minutes of the international airports of Manchester, Leeds, Liverpool and Newcastle.

By Rail

There are direct trains from London within 2 hours 40 minutes.

Location

Casterton, Sedbergh Prep School is under 10 miles from the M6, giving fast motorway access to Scotland, the Midlands and the South.

Approaching from the North East

The recommended route is either the A1 and A66 from Scotch Corner or, if living further south, the A65. The A684 through the Dales is beautiful, but very much slower.



Welcome to the fold

An aerial photograph of a village nestled in a valley. The foreground shows rolling green hills with stone walls and a few trees. The middle ground features a cluster of houses with grey roofs, a large green field, and a prominent school building with a large tower. The background consists of rolling hills under a clear blue sky.

“A School with a very special atmosphere and sense of family”

THE LEARNING SUPPORT DEPARTMENT

The Learning Support Department is a successful, effective and professional part of the School, providing guidance and support for pupils and staff. The department has two full-time members of staff. There is also a small team of specialist invigilators who provide reading and scribing support during exams.

Over 150 pupils appear on the Learning Support register, of whom 40 are receiving Learning Support lessons. Most of these pupils have a diagnosis of Dyslexia. There are also pupils with Asperger's Syndrome, ADHD, ADD, Dyspraxia, Dysgraphia and Dyscalculia as well as supporting pupils with EHC plans.

Lessons take place when a pupil is not studying another subject to ensure regularly timetabled sessions rather than a withdrawal system. A small staff to pupil ratio is aimed for, and pupils follow a plan that is specific to their needs which they write in conjunction with their Learning Support Teacher. One of the main focuses is on developing effective revision and organisation skills together with exam technique, so that pupils are fully prepared for their GCSEs and A Levels. Liaison takes place with subject areas so that topics can be consolidated and sometimes pre-taught, block tests can be prepared for and then supported in the Department as per the pupil's normal way of working. Learning Support also provides a touch-typing programme in Year 9. For Sixth Form pupils, the Department can provide 1:1 lessons during a pupil's study period and assist with UCAS applications, personal statements and DSA enquiries, as well as providing guidance with their current workload. The Department also fulfils a crucial pastoral role in helping to raise pupil's self-esteem and overcome the barriers to learning that they experience. The Department has a substantial role within the School.

This particular role is predominantly for the support of one pupil who will be joining us in Year 9, and who will require in-class support and 1:1 pre and post teaching support in the Learning Support Department.



RESPONSIBILITIES OF THE ROLE

The successful applicant will be required to predominantly support one pupil who will be joining us in Year 9, who will require in-class support and 1:1 pre and post teaching support within the Learning Support Department.

This will include the following key responsibilities:

- ✿ To support the educational development and pastoral care of the pupil within your care, working under the direction of the Head of Learning Support.
- ✿ To work with the pupil during assessments and examinations, providing access to a reader and a scribe.
- ✿ To liaise with the pupil's teachers and HODS to ensure deadlines and examinations dates are adhered to.
- ✿ To support with the creative delivery of revision sessions, study skills and subject consolidation.
- ✿ To contribute to report writing and parent consultation meetings.
- ✿ To have an understanding of the Key Stage 3 and 4 curriculum.
- ✿ To be involved in keeping records and evaluating the pupil's progress.
- ✿ To support the use of assisted technology and develop the pupil's competence and independence in its use.
- ✿ To be aware of the need to differentiate work and challenges, according to the ability of the pupil, whilst taking full account of any Special Educational Needs.
- ✿ To encourage the pupil to take responsibility for their learning.
- ✿ To maintain high levels of communication with parents, Tutors, HODS and Head of Learning Support.
- ✿ To carry out administrative duties in consultation with the Head of Learning Support.

The role offers great opportunities for personal and professional development in a School that aspires to be the market leader in all areas of Boarding School life. A proactive attitude to INSET training is encouraged and supported by the School.



PERSON SPECIFICATION

Essential Qualifications

- ✿ A relevant qualification (or equivalent experience). Holding a relevant Teaching Assistant or HLTA qualification is highly desirable.
- ✿ Educated to GCSE level in English, Maths and Science as a minimum.

Essential Skills, Experience and Characteristics

- ✿ The ability to set high expectations which inspire, motivate and challenge pupils.
- ✿ The ability to plan and teach well-structured sessions concurrent with the curriculum and departmental Schemes of Work.
- ✿ Strong communication and interpersonal skills.
- ✿ The ability to be discreet and uphold confidentiality.
- ✿ Excellent time management and organisational skills.
- ✿ Excellent written English, accuracy and attention to detail.
- ✿ Strong IT skills.
- ✿ The ability to communicate effectively with pupils, staff and parents.
- ✿ Experience of having worked with pupils with special educational needs.
- ✿ A good understanding of and ability to be sensitive to the range of needs pupils with SEND can experience.
- ✿ Experience of scribing for examinations and classwork.

Desirable Skills, Experience and Characteristics

- ✿ Previous experience of iSAMS is highly desirable, although full training can be provided.
- ✿ A familiarity with boarding education or experience of working in an independent boarding school environment is desirable.

HOURS OF WORK, SALARY & ACCOMMODATION

This position will be 37.5 hours per week, from Monday to Friday, term time only. Some Saturday working may be required, dependent on the Learning Support timetabling. The actual salary for these days and hours will be £16,850 per annum.

For the right candidate, who can contribute to the wider co-curricular needs of the School and support with evening duties in a Boarding House, additional hours may be available. In these circumstances, the School would also provide simple, cost-free accommodation. The actual salary inclusive of additional duties would be £20,219 per annum. **Please indicate in your application if this would be of interest.**



APPLICATION AND APPOINTMENT PROCESS

The HR Department is very happy to receive enquiries about the post or application process prior to applying. Please send any enquiries to hradmin@sedberghschool.org

All applicants must submit a School application form giving the names of two referees. A supporting letter and CV will also be welcome in addition.

Applications may be sent electronically to: hradmin@sedberghschool.org and receipt will be acknowledged by email.

Diversity – the School is fully committed to the principles of equal opportunity, diversity, and inclusion. Sedbergh School does not discriminate on the grounds of gender, disability, age, sexual orientation, marital status or racial ethnic or national origin and applications are welcome from a diverse range of backgrounds.

The successful candidate will be contacted by email in the first instance. Unsuccessful candidates will be notified by email; please note that due to the high volumes of applications we receive, we are not able to provide feedback on individual applications for unsuccessful candidates.

The closing date for applications is Friday 09 June 2023 at 17:00.

Interviews are planned to take place in the week commencing Monday 19 June 2023.

Please note that due to the needs of the School and the department, we may interview suitable candidates before the closing date. This job may also close early if a large number of applications are received. You are therefore advised to submit your application as early as possible to avoid missing your chance to apply.

We look forward to hearing from you.



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Sedbergh School is committed to safeguarding & protecting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

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