

**Additional Information: Learning Support teacher**

**Required for January 2020**

An opportunity has arisen for an enthusiastic and well qualified Learning Support teacher to work with our wonderful Learning Support team with pupils at all levels throughout the school. This position could be full or part time.

A commitment to full participation in the extra-curricular life of this thriving boarding school is expected.

**Blundell’s School**

Blundell’s is committed to academic excellence enabling pupils to realise their full potential. It has been consistently praised for adding considerable value to its broad intake of pupils. In recent years, academic results have seen steady improvement and there is a strong commitment to continuing and indeed accelerating this pleasing development. For more information about the school, visit the website: [www.blundells.org](http://www.blundells.org)

The School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening including checks with past employers and the Disclosure and Barring Service. The post-holder’s responsibility for safeguarding the welfare of the pupils for whom they are responsible and with whom they come into contact will be to adhere to and ensure compliance with Blundell’s Child Protection Policy at all times. If, in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in Blundell’s, they must report any concerns to the Second Master, the child protection officer.

**History**

Blundell’s has a distinguished history. It was founded in 1604 through the bequest of a Peter Blundell, one of the wealthiest of Elizabethan merchants. He left money and lands for a boys’ school in his home town to ‘maintain sound learning and true religion’. Generous lands were provided in Tiverton and South Devon for its maintenance and Blundell’s executors established links between the School and Balliol College, Oxford and Sidney Sussex College, Cambridge, which survive to this day.

**The 21st Century School**

Blundell’s is an independent co-educational day and boarding school for ages 11 to 18. There are over 600 pupils on the roll (346 boys, 257 girls); the majority are from the West Country but some come from farther afield in the UK and around 10% are international students. The School is situated on the outskirts of the market town of Tiverton and, with the adjacent Prep School, is set in 90 acres of rolling Devon countryside. It is easily accessible via the M5 and the train journey to London is 2 hours. The M5 junction 27 and Tiverton Parkway station are both six minutes away.

The outstanding characteristic of Blundellians is their positive ‘can-do’ attitude. The main finding of the 2013 Independent Schools Inspectorate report was that the School is highly successful in achieving its aims – that of providing a rounded education in which pupils learn to be flexible, articulate and able to present themselves and their ideas well and capable of motivating themselves and. It also noted the ‘excellent and unforced rapport’ between staff and pupils.

**The School’s Aims and Values**

Blundell’s aims to provide a rounded education for the whole person, in mind, body and spirit, promoting the essential values of Character, Social Responsibility and Independence to enable pupils to pursue Excellence in every area with a sense of Adventure about their future.

These values are in accordance with the wishes of the School’s founder Peter Blundell and expressed in the School’s long-held belief: ‘There are two gifts we can give our children, the first is roots and the second is wings’

**Roots**

* To develop depth and breadth of character, which will encourage resilience, optimism, self-control and generosity within the rich Christian values of the School
* To develop a sense of social responsibility and for each individual to be mindful of their role in the Blundell’s community, in society at large and in the global environment, thus encouraging consideration, mindfulness and respect
* To develop independence, with each pupil taking responsibility for their own growth and development and so demonstrate initiative, take ownership and feel satisfaction in what is achieved

**Wings**

* To pursue excellence, aspiring to do everything as well as it can be done, which will develop a sense of justifiable pride and ambition
* To develop confidence and a sense of adventure which will foster courage, curiosity and enterprise and originality

**The Learning Support Department**

There are currently five members of the Learning Support department. Two of the department have British Dyslexia Association qualifications and another has ADHD coaching certification.

The department is housed in its own building close to the centre of the main school and is easily accessible to students.  We work in close partnership with our colleagues in the Senior school and at Blundell’s Prep, with the Head of LS undertaking regular visits to meet pupils who are likely to transfer to the Senior School.

The department works with between 40 -50 pupils at any one time, depending on need. Pupils can refer themselves or they can be raised as a concern by teaching or pastoral staff or their parents.  We offer a range of support to our students, including individual and small group work, literacy, maths and curriculum support as well as study skills and revision workshops.  Many students have more than one lesson allocated to LS each week, enabling us to develop a consistent approach in collaboration with our subject teaching colleagues.

The department is well regarded by the Common Room and LS teachers are often sought out for advice by colleagues.  We work closely with the Exams Officer to assess and deliver exam arrangements for both internal and external exams.

**Job description –Learning Support teacher**

 **Key Responsibilities**

* Carry out assessments to determining student’s strengths and weaknesses using a wide range of formal and informal assessment tools
* Use knowledge gained to plan appropriate provision/intervention programmes.
* Deliver a teaching programme to meet the educational needs of the pupils assigned
* Set up I.E.Ps for pupils and review targets throughout the year
* Monitor and keep accurate and up-to-date records of pupils and report on their development, progress and attainment.
* Work across all sections of the school from Year 7 to sixth form as an advocate of Learning Support pupils

**Other Responsibilities**

* Attend regular Learning Support Department meetings
* Disseminate information to staff about students’ individual needs and teaching strategies.
* Work with staff in understanding needs and effective ways of removing barriers to learning.
* Form positive working partnerships with parents/guardians and boarding house-parents of pupils.
* Interpret and simplify external agency reports for parents and staff.
* Report to the Head of Learning Support regarding pupil progress

**Person Specification**

* Degree and Teaching Qualification
* Recognised Postgraduate qualification in teaching students with Dyslexia/Specific Learning Difficulties
* An interest in or experience of the use of coaching in helping pupils reach their full potential would be a definite advantage.
* Up-to-date knowledge/CPD of a variety of Special Educational Needs and Disabilities eg dyslexia, dyspraxia, ASD, ADHD,
* Ability to carry out access arrangements would be a bonus
* Experience teaching students with dyslexia/specific learning difficulties/SEN
* Experience using assistive technologies to support students
* Excellent communication skills
* Team player, willingness to work collaboratively
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
* Ability to handle difficult meetings sensitively to generate positive outcomes.
* High degree of emotional intelligence and empathy
* Flexible, adaptable and willing to develop skills