



Rye St Antony
O X F O R D



Learning Support Teacher
September 2019

The School

Knowing and nurturing our pupils as individuals has always been the mission of Rye St Antony, recognising their unique talents, individual strengths and extraordinary potential.

Excellent teaching and exemplary pastoral care, supported by superb facilities and a wide range of opportunities, allow our pupils to thrive academically and personally. We want them to love learning and to be curious and creative. From the youngest Nursery children to the impressive young women of our Sixth Form, Rye pupils learn to think, to question, to express themselves, to value what is truly important, and to use their education to go out into the world to make a difference.

In the Prep School pupils learn numeracy, literacy, science, the humanities, computing, music, drama, sport and languages. Our small class sizes enable teachers to meet the individual needs of every pupil and we offer a broad and diverse curriculum. Our standards at Key Stage Two in reading are well above the national average, and pupils consistently perform above the level expected for the age in reading.



In Senior School, pupils study the core curriculum subjects of English, Mathematics, Religious Studies and the Sciences, and French, Spanish and Latin are offered to all. The Humanities are also taught within the main curriculum. Pupils excel at Drama, Art and Design, Sport, Music and Food and Nutrition – all important components of the curriculum, and subjects for which there are ample opportunities for further exploration within our enrichment programme. Girls can choose from 17 GCSE and 24 A Levels as they progress through the school. On average, they will go on to take

10 GCSEs and three A Level subjects alongside an Extended Project Qualification (EPQ) or Leiths Introductory Certificate in Food and Wine.

Enrichment is an important component of life at Rye, providing a perfect balance with academic learning. Our extensive and imaginative range of enrichment activities are created to fit girls' interests whilst helping them to accept challenges and grow in confidence and self-awareness.

Classes in Sixth Form are small and intimate – similar in style to university tutorials and pupils are expected to question, challenge and discuss, learning to think independently. Resources include excellent IT facilities, study centres, the school library and organised visits to conferences, study centres and exhibitions relevant to each course.

The school is based in twelve acres of beautiful woodland and is only one mile from the centre of Oxford with all the attractions, theatres, galleries and museums that the city has to offer. It was founded in 1930 by Elizabeth Rendall and Ivy King who were inspired to start a Catholic school in Oxford during a visit to the Sussex town of Rye and its Church of St Antony. The school began in Hamilton Road, soon moving to Woodstock Road and then in 1939 to Headington when Langley Lodge was acquired. The Croft and The Cottage were purchased in 1945, and a steady programme of building and refurbishment has followed. Our latest additions include a new entrance and reception area, the Henwood technology building and a wonderful new Reception classroom with an adjacent outdoor classroom.

The school is committed to safeguarding and promoting the welfare of children and young people, and all staff and volunteers are expected to share this commitment. All applicants must be willing to undergo child protection screening including checks with past employers and the Disclosure and Barring Service.

Please see the website (www.ryestantony.co.uk) for further information.

The Post

A well qualified, creative and committed Learning Support Teacher is required to support pupils who have specific learning needs or conditions that affect their learning. Learning Support Teachers are employed on an hourly paid basis.

Responsibilities of the post include:

- preparing and delivering challenging and stimulating lessons
- teaching with expertise, creativity, patience and enthusiasm, using a variety of teaching methods tailored to the needs of individual pupils.
- setting high standards and encouraging pupils to achieve their full potential through encouragement and support for independent learning and self-evaluation
- attending training courses as required for optimum professional development
- developing, implementing and/or monitoring each pupil's learning support programme
- promoting good progress and outcomes for pupils
- implementing school policies for marking, target setting and reporting, using this information to support on-going improvement and to monitor progress
- keeping records of attendance
- drawing up an Individual Education Plan (IEP) for each of pupil and reviewing it regularly
- liaising with the Head of Learning Support/SENCo, other members of the learning support team, each pupil's teachers and form tutor, and other members of staff as required
- offering and providing strategies to pupils and their teachers, which will help facilitate progress in light of pupils' individual needs
- assisting the Head of Learning Support to keep the Learning Support and EAL registers up-to-date
- contacting parents with regular updates of pupil progress
- attending relevant meetings, including LS department meetings, relevant subject department meetings, and whole-staff insets/meetings once per term.
- contributing occasionally to workshops open to all interested pupils, on topics such as study skills, organisation.
- modelling high standards of personal presentation, punctuality and commitment, and commanding similarly high standards of behaviour and attitude from pupils

Person specification

Essential

- understanding of and support for the Catholic ethos of the School
- a highly successful teacher
- excellent academic credentials
- further certification with regard to (or developed understanding through training and experience) Specific Learning Difficulties or other factors and conditions which can affect a pupil's learning, eg ADHD, ASD, anxiety management

- experience of one-to-one and small group tutoring (Early Years and numeracy tuition are especially sought after)
- strong interpersonal skills
- diplomatic and patient
- well organised, efficient and able to manage competing priorities
- collaborative, reliable and resilient
- a willingness to contribute to the wider needs of the School community
- highly effective communication skills, in person and in writing
- integrity and discretion
- inspiring confidence in others

Desirable

- experience within the independent sector
- a practising Catholic

Pay and benefits

The current hourly rate of pay is £33.92.

All teachers are invited to join the Teachers' Pension Scheme.

At specified times, staff may use the school's Fitness Suite, and during Trinity Term staff may use the swimming pool at the advertised times. Lunch is provided in the school dining room during term time, and refreshments are provided in the Staff Room at morning break and teatime. There is car parking on site, and the School is easily accessible by bus.

How to apply

Applications (application form, accompanying letter and full curriculum vitae with contact details for two referees) should be addressed to the Headmistress, Mrs Sarah Ryan, and sent by email to the Human Resources Manager, Ms Ellen Phelips (ephelips@ryestantony.co.uk; 01865 229227) or a hard copy can be posted to her at Rye St Antony, Pullen's Lane, Oxford OX3 0BY.

For an application form, please contact Ellen Phelips (ephelips@ryestantony.co.uk) or visit the Staff Vacancies page on the school website. Applications will be accepted only from candidates who have completed the application form in full.

The closing date for applications is 12 noon on Thursday 20 June 2019, and interviews will be held on Friday 28 June 2019.

Safeguarding

Candidates must be willing to undergo Child Protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. The post is exempt from the Rehabilitation of Offenders Act 1974, and therefore all relevant convictions, cautions and bind-overs, including those regarded as 'spent', must be declared. The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service website. Candidates must not have been disqualified from working with children, and must not be named on the Children's Barred List or be subject to any sanctions imposed by a regulatory body. Details of any convictions, cautions or bind-overs subject to disclosure must be passed to the Headmistress before interview in a sealed envelope marked 'confidential'. An overseas criminal record check may also be required.