



Saint Martin's

An Exceptional Independent School for Girls



**Candidate Brief: Learning Support Teacher.
Part-Time, Maternity Cover – Required for November 2017.**

The School



Saint Martin's is situated in a stunning twenty acre site in the centre of Solihull and located in the grounds of the historic Malvern Hall. The Hall, once owned by the Greswold family, has a unique link with the landscape painter John Constable who visited early in the 19th century. The School, founded in 1941, provides education for girls from Nursery to Sixth Form, 2¾ years to 18. All four sections of the School are able to take advantage of the extensive facilities on site from the swimming pool and all-weather pitch to the new Performing Arts Centre, SMArt, with its theatre and dance studio.

Saint Martin's is a non-denominational Christian school where respect for others is paramount regardless of their faith or background. The enthusiasm of girls to look beyond themselves, to understand the global dimension of the world in which they live and to seek ways of helping others are important elements of our School community.

The School Motto is "The Grace of God is in Courtesy" and the Code of Conduct, written by the girls, is central to the expectations of daily life.

The School aims to provide an all-round education of the highest quality in a safe, happy, supportive and stimulating environment. All staff give generously of their time and energy to enhance the educational experience and to give support to the girls both in and out of the classroom.

It is recognised by parents that due to the size of our School community all their daughters are valued and known as individuals. Communication with parents is a high priority and contact is very much encouraged, in addition to the regular programme of parent evenings and formal reporting. Parents are invited to attend research focus groups and appreciate that Saint Martin's offers a traditional education with a wide range of opportunities. There is a very active Parents' Association.

The academic results of the girls speak for themselves. In 2017 the Upper Sixth students received a record number of top grades and all gained places in their first or second choice University. At GCSE, girls gain on average 10 GCSEs. The School was placed in 27th position in the DfE League tables following the 2016 GCSE results. The School was last inspected in January 2013 by ISI and a copy of the Report is also on the website.

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The Curriculum



Nursery to Year 2

Within the setting of Malvern Hall there is a safe and secure environment where the children are able to benefit from the extensive grounds. It's a happy, friendly and stimulating place to be and with the guidance of experienced teachers our children follow a broad curriculum. Working individually and in small groups they achieve their full potential.

Emphasis is put on oral fluency in the early years, in order to develop a wide vocabulary, encourage clarity of expression and foster an ability to reason. This is achieved initially through a variety of pre-reading and practical number activities which prepare the children for the more formalised schemes of Mathematics, Writing, Reading and Language Development. Science and Technology are also taught as individual subjects and are introduced at a very early stage, as is ICT. The use of computers is introduced in the Nursery and, as they progress, the children use them in all subject areas. An enrichment programme including Music, Dance, PE, Art, Craft and Drama is included in the curriculum for the whole school and, from Nursery; children also receive weekly swimming lessons. Throughout, careful attention is paid to the requirements of the National Curriculum and each child's learning is individually structured and monitored by the form teachers who liaise closely with parents.

Small classes ensure that each girl develops her aptitudes and abilities to the full, and is helped to achieve a high level of attainment, so that she may move on with confidence. Extra-curricular activities play a large part in the formation of a girl's whole personality. Consequently all girls take part in the annual play, and educational and cultural visits are arranged each year for each class. As the girls progress, there are opportunities to join Music groups and Sports teams.

The Curriculum (continued)



Junior School – Year 3 to 6

The main aims are to combine well-structured learning with enjoyment and enthusiasm and to promote self-esteem and confidence.

Careful note is taken of the National Curriculum. The core subjects of English, Mathematics, Science and ICT have high profile in the weekly timetable; they are complemented by History, Geography, Religious Studies, Art and Technology. These subjects are taught by a combination of form and subject teachers. In addition all girls have lessons in Music and Drama, PE, Games, Swimming and Dance, all taken by specialist staff. Classes are small and pupils are in ability groups for the teaching of Mathematics. The Modern Foreign Languages of French, Spanish and German are taught by specialist language teachers from the Senior School.

Classrooms provide a lively and stimulating environment in which to work. Pupils use specialist facilities for Physical Education, Drama, Dance and Music and each girl uses the networked computer systems with confidence across all subject areas.

Extra-curricular activities include Choirs, including Chamber Choir and Orchestra. The Drama Club is extremely popular. There are a variety of other clubs, which encompass academic and sporting interest. Gym Club, Trampoline Club and a variety of swimming clubs are all popular. Team activities such as Tennis and Netball are popular and, for those of an artistic nature, Art and Craft Club is well attended. Further enrichment is provided by an exciting and diverse range of cross curricular trips and residential visits.

The Curriculum (continued)



Senior School

Girls are encouraged to achieve their full potential in a wide range of academic, practical, creative and physical activities. The staff through differentiation aim to stretch the most able, while at the same time supporting those who lack confidence in some areas of the curriculum. Girls are set by ability for Mathematics from Year 7. From Year 9 the Sciences and English are also taught in sets.

Key Stage 3

All girls follow the same broadly based curriculum in Year 7 of English, Mathematics, Science, MFL, Latin Studies, History, Geography, Religious Education, Art and Design, ICT, Design and Technology, Home Economics, Music, Drama, PE and Dance. In Years 8 and 9, girls have the opportunity to study a second language, Latin or Classics. The three sciences are taught separately.

Key Stage 4

At the end of Year 9, girls currently begin a programme of studies leading generally to examination in ten GCSE subjects. Girls are encouraged to continue with as varied a curriculum as possible in order to allow both a wide choice of A Level subjects and career opportunities. All girls continue with English, English Literature and a Modern Foreign Language, and also Mathematics, Biology, Chemistry and Physics. In addition three other subjects are chosen from the following: History, Geography, Religious Education, Classical Civilisation, Latin, French, German, Spanish, Art and Design, Music, Drama, Food and Nutrition, ICT.

Sixth Form

The majority of girls study three subjects at A Level in the Sixth Form. A wide choice of subjects is offered: Business Studies, Economics, Further Mathematics, Photography and Psychology in addition to those studied in Key Stage 4. Additional subjects such as AQA's EPQ are very popular. There is extensive support given for UCAS applications and career choices, and girls have every opportunity to help develop their leadership skills by helping with the younger girls.

Each year the Upper Sixth are always successful at gaining places at top universities such as Bristol, Durham and Nottingham in a wide range of subjects from Medicine to Psychology to Urban Studies.

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Beyond the Classroom - Extra-curricular and Enrichment Activities



“An excellent programme of extra-curricular and enrichment activities supplements the taught curriculum most effectively and has a significant impact on the pupils’ personal development.” ISI Inspection Report, January 2013

A full programme of extra-curricular activities and trips enriches timetabled lessons. We believe in offering our pupils the opportunities to develop as individuals, the time to find talents and the support to excel. As such our extra-curricular and enrichment programme is rich and extensive.

During lunchtime and after school, girls have the opportunity to join choirs and musical ensembles, take part in drama and dance groups and be part of one of the many sports teams. In addition there are clubs to suit all interests including bridge, gardening, craft, Christmas cake decorating, Spanish and debating. There are annual concerts and drama performances for all year groups. Last year’s highlights include the Alice House Nativity, the Year 5 performance of “Grimm’s fairy Tales”, the Junior School musical recital and the Senior School production of “The Lion, the Witch and the Wardrobe”.

In addition to our many extra-curricular clubs we believe that learning takes place outside of the classroom as well as in school. Girls in Alice House learn about the outdoor environment through the “Forest School” programme. In the last year, as part of their learning the girls in Alice House and Junior School have visited the Butterfly Museum in Stratford, the design and manufacturing departments at Jaguar Land Rover and enjoyed a trip to the theatre to see “Gangsta Granny”. In the Senior School the Geography department organizes field trips for all year groups, Drama students have the opportunity to see local and national productions and Art and Design Technology students visit major exhibitions in London. These trips are just a snapshot of the variety of trips on offer to girls.

Overnight and residential trips are organised for girls of all ages. These include “sleepovers” in school, outdoor pursuit weekends at PGL, a visit to London for girls in Year 6, the ski trip, the Classics trip to Bath and the annual Sixth Form cultural trip which was to India in October 2016.

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The Learning Support Department

The Learning Support Department is an important one that works at all levels of the school, from ages 7-18. The Learning Support Department works closely with teachers and teaching assistants to support the delivery of teaching within the classroom by working with pupils either individually or in small groups. Pupils with SEND typically may face challenges through dyslexia, dyspraxia, dyscalculia, speech and language development, EAL, although this is not an exhaustive list.

Lessons are timetabled according to a student's individual timetable and can take place outside of the normal teaching time for Years 10 – Sixth Form. The role is a part time role (0.5 FTE). Days and hours can be flexible and will be discussed at interview.

Job Description

Part-time Learning Support Teacher (0.5) – Maternity Cover

Line manager: Deputy Head (Academic)

1. Principal responsibilities

- To assist with developing the school's SEND provision, supporting pupils with any learning difficulties.
- To disseminate good practice in SEND across the school.
- To contribute to the strategic development of SEND policy / provision / compliance.
- To support all staff in understanding the needs of SEND pupils and ensure the objectives to develop SEND are reflected in the school development plan.
- To work cooperatively with learning support staff in the identification of the most effective teaching approaches for pupils with SEND.
- To plan and teach appropriate, differentiated lessons.
- To show flexibility in being able to adapt teaching to meet the immediate learning needs of students
- To ensure high standards of learning and achievement.
- To maintain and promote positive learning and 'can-do' attitudes for pupils with SEND.
- To set and mark work regularly, providing constructive oral and written feedback and setting future targets.
- To be able to assess and interpret diagnostic assessment.
- To be able to assess and produce reports for access arrangements for exams, as required by JCQ.
- To assist with systems for identifying, assessing and reviewing SEND.
- To track pupil progress and proactively identify pupils who may require additional input and/or additional challenge.
- To assess, record and report on the development, progress and attainment of SEND pupils.
- To communicate this information via written reports and meetings with parents as required.
- To provide positive and targeted support to those with special educational needs.
- To manage the preparation, implementation, monitoring and regular review of individual education plans (IEPs).
- To assist in keeping the Head, and the senior team apprised of pupil progress and arising issues.
- To promote the good use of facilities and resources to support SEND provision.
- To review methods of teaching, participate in and assist members of staff with further training and professional development.
- Keep up to date with the latest developments in SEND for teaching and learning, research and compliance.
- To attend pupil progress and transition meetings.
- To create and develop whole school policies and programmes to meet the needs of SEND pupils.
- To develop best practice for SEND.

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- To take part in the school's Appraisal scheme.
- To ensure all policies relating to SEND are kept up-to-date and reflect best practice.
- To attend staff training sessions.

To undertake other duties which from time to time may be reasonably be required by the Head.

2. Further training and development

- To re-evaluate own professional performance constantly.
- To participate in arrangements for your professional development.
- To participate in the supervision and assessment of students on placement in the school.
- To keep informed of current childcare legislation and practices.
- To participate in training courses.
- To help, in conjunction with other staff, to maintain and service resources, areas and equipment as required.

3. Appraisal

- To participate in any arrangements that may be made for staff review.

4. Child protection, discipline and health and safety

- To promote and safeguard the welfare of children and young people for whom you are responsible and with whom you come into contact.
- To maintain good order and discipline among pupils and safeguard their health and safety both when they are on the School premises and when they are engaged in authorised school activities elsewhere.

NOTE:

The Job Description and allocation of particular responsibilities may be amended by agreement from time to time.

NE

August 2017

Person Specification for Part Time Learning Support Teacher (Maternity Cover)

The successful applicant will be organised, self-motivated with the ability to work flexibly and with initiative. They should also be able to work as part of a team. Excellent ICT skills are essential and while training will be given, a demonstration of existing technical skills and aptitude will be important.

	Essential	Desirable
	These are qualities without which the applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria.
Qualifications	<ul style="list-style-type: none">• A good honours degree• Qualified teacher status (PGCE / QTS)	<ul style="list-style-type: none">• OCR SPLD diploma or equivalent• Ability to assess for access arrangements
Experience	<ul style="list-style-type: none">• Experience of teaching / working with young people	<ul style="list-style-type: none">• Previous experience of working as a Learning Support Teacher• Experience of teaching pupils with EAL
Skills and Knowledge	<ul style="list-style-type: none">• Knowledge of the SEND Code of Practice and the 2010 Equality Act• An energetic practitioner with either the willingness to learn or already has the knowledge, skills and understanding of a range of teaching, learning, assessment and behaviour management strategies to make a positive impact on the progress of pupils who have a range of barriers to learning.• Able to work collaboratively in a multi-agency, multi-professional team• An excellent communicator, both spoken and written.• An excellent literacy and numeracy leader	

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	<ul style="list-style-type: none"> • Able to demonstrate or develop outstanding practice differentiating plans, writing Individual Education Plans, liaising with supporting agencies and implementing additional support programs to meet pupils' specific needs. • Willing to undertake relevant training relating to working with pupils with Learning Difficulties, Social Emotional and Mental health needs, autism and other related communication disorders. • Excellent IT skills and the ability to use IT as a resource for both teaching and learning and administration • Excellent administrative skills and meticulous record-keeping • The ability to work with pupils on the full range of curriculum subjects, with particular strengths in English and Maths 	
Personal qualities	<ul style="list-style-type: none"> • A positive, "can do" attitude and the ability to work in harmony with colleagues • Ability to work flexibly to suit the immediate needs of the students • Able to deal appropriately with all members of the school community • Willing to work as member of a team and co-operate with colleagues • Mature approach and strong commitment to providing the best for both staff and students • Commitment to Health and Safety within the working environment • Willing to undertake necessary training and to participate in the school's staff development programme • Ability to use their own initiative, able to show a proactive approach and make recommendations for 	

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	<p>further improvement</p> <ul style="list-style-type: none"> • Demonstrate an excellent grasp of English language, grammar and punctuation. 	
Other Factors	<ul style="list-style-type: none"> • Enhanced DBS 	
Safeguarding Children, young People and vulnerable adults	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of pupils • Ability to form and maintain appropriate relationships and personal boundaries with young people 	

Remuneration & How to Apply



The Application Form

All candidates are requested to fill in the application form as otherwise their application cannot be considered. Please submit your application by 12 noon – Monday 18 September 2017.

References and the Interview Procedure

References will be sought for shortlisted candidates before the interview and it may be the case that previous employers are approached for information to verify particular experience or qualifications. Any anomalies in the information provided or issues arising from references will be taken up at interview.

Shortlisted candidates will have an informal tour of the school, meet with staff and teach a lesson as part of the interview procedure; there will also be a formal interview.

It is expected that interviews will be held week commencing 2 October 2017.

Safer Staff Recruitment

Saint Martin's is a school committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to provide a disclosure from the DBS at an enhanced level. The interview for the post will include questions about the safeguarding of children and young people and the applicant's suitability to work with children.

Interview expenses

Claims for reimbursement of candidates' reasonable travelling expenses within the UK will be paid.

Miss N Edgar
Head of Saint Martin's

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